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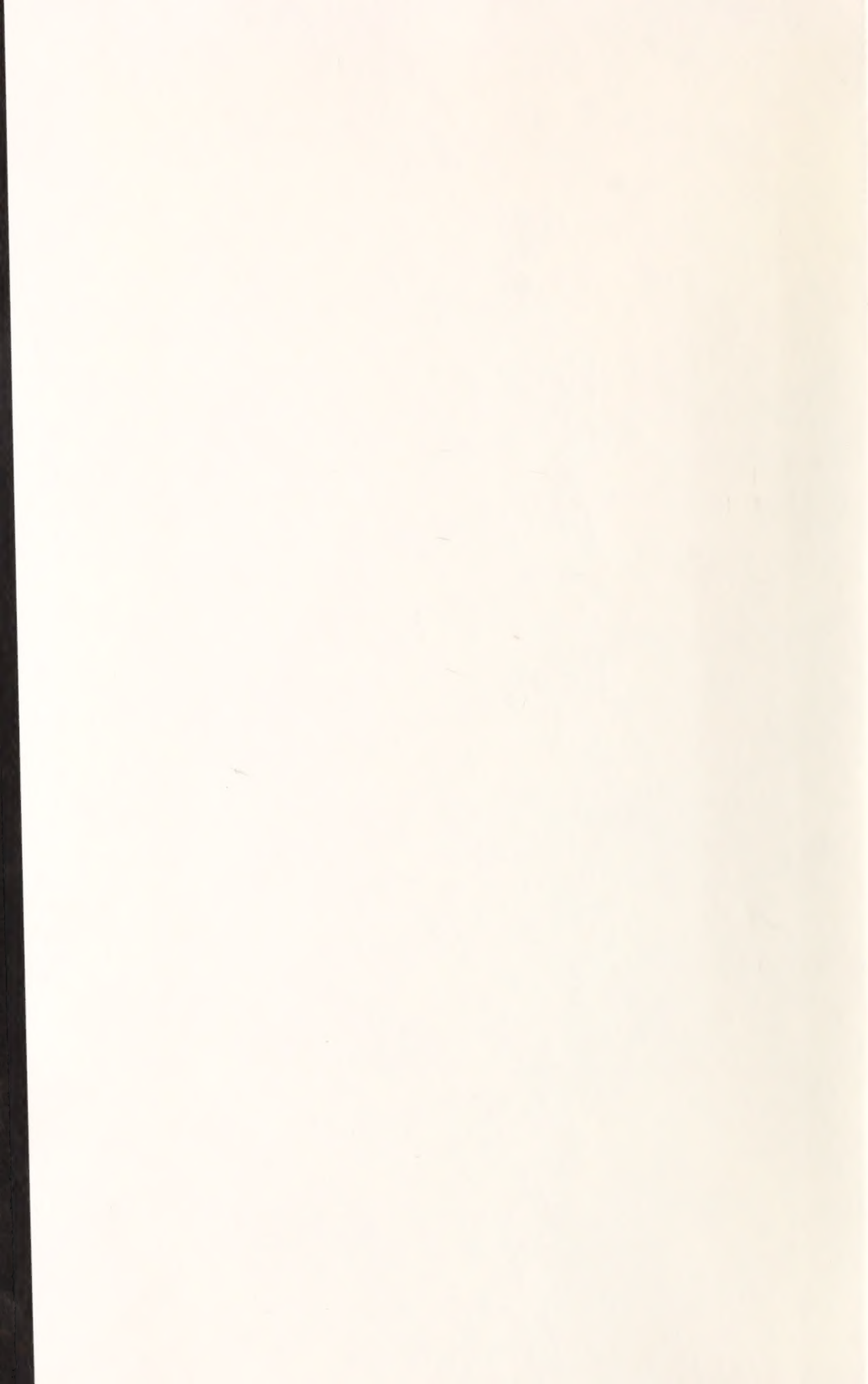
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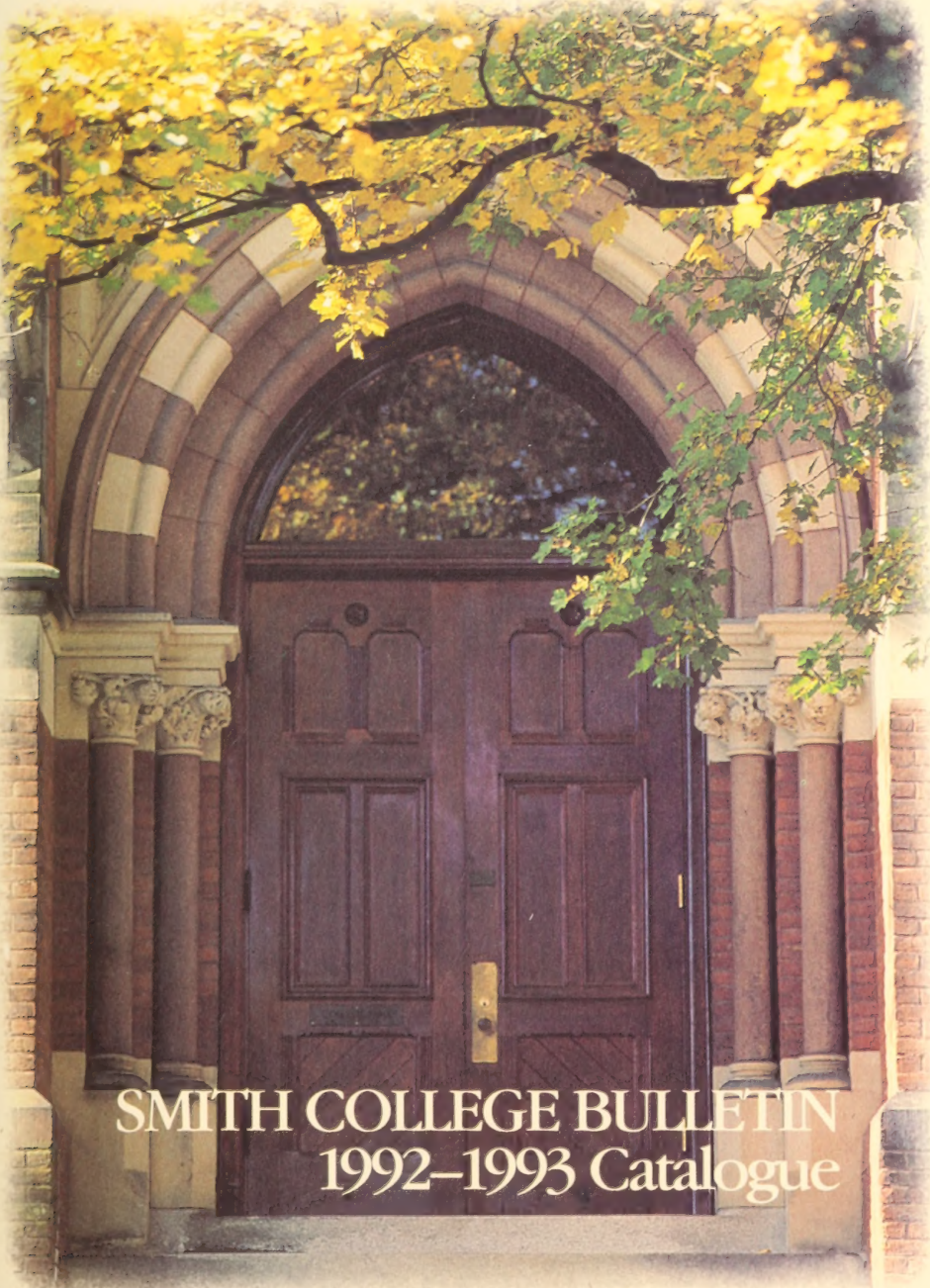


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# SMITH



SMITH COLLEGE BULLETIN  
1992-1993 Catalogue

## Notice of Nondiscrimination

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

E. Shelton Burden  
Director of Affirmative Action  
College Hall #3  
(413) 585-2141, 2142.

## SMITH COLLEGE BULLETIN

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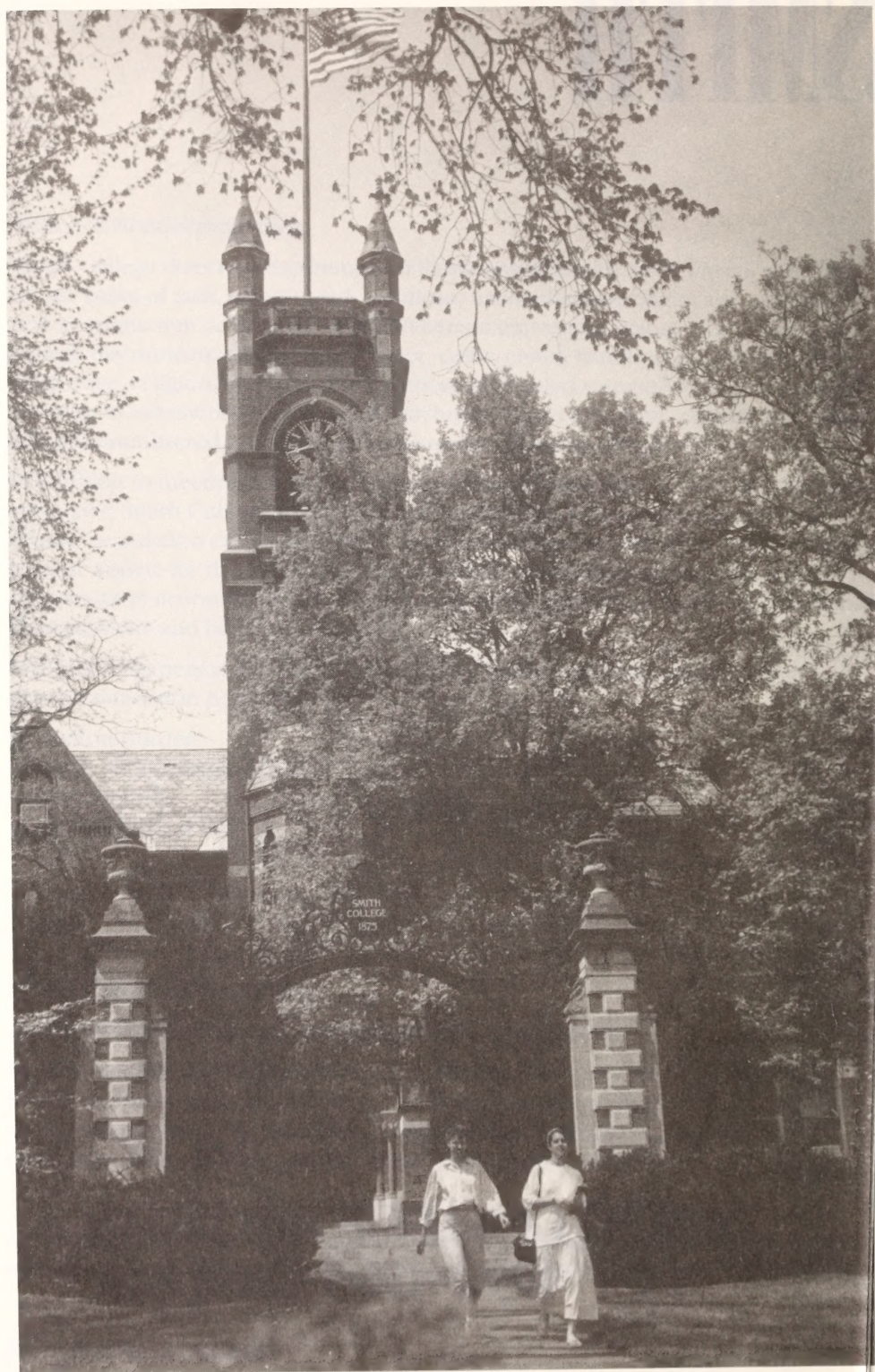
All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

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# SMITH

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1992–1993 Catalogue





# Contents

How to Get to Smith .....	iv
Inquiries and Visits .....	1
Academic Calendar .....	2
The History of Smith College .....	5
The Academic Program .....	13
The Curriculum .....	13
The Major .....	14
The Minor .....	15
Five College Certificate Programs .....	15
Advising .....	15
Academic Honor System .....	16
Special Programs .....	17
Accelerated Course Programs .....	17
The Ada Comstock Scholars Program .....	17
Community Auditing: Nonmatriculated Students .....	18
Engineering .....	18
Five College Interchange .....	18
Departmental Honors Program .....	18
Independent Study and Internships .....	18
Smith Scholars Program .....	19
Study Abroad Programs .....	19
Smith College Junior Year Abroad Programs .....	20
Affiliated Study Abroad Programs .....	22
Independent Study Abroad .....	23
Other Off-Campus Study Programs .....	24
Graduate Study .....	25
Admission .....	25
Residence Requirements .....	26
Degree Programs .....	27
Nondegree Studies .....	32
Housing and Personal Services .....	33
Finances .....	34
Financial Aid .....	35
Changes in Course Registration .....	36
Policy Regarding Completion of Required Course Work .....	36
The Campus and Campus Life .....	37
Facilities .....	37
Student Residence Houses .....	42
Intercollegiate Athletics, Intramurals and Recreation .....	42
Career Development .....	42
Health Services .....	43
Religious Expression .....	43
The Student Body .....	45
Summary of Enrollment, 1990-91 .....	45
Geographical Distribution of Students, 1990-91 .....	46
Majors, 1990-91 .....	47
Academic Achievements, Prizes and Awards .....	49

Fees, Expenses and Financial Aid .....	55
Admission .....	69
Academic Rules and Procedures .....	77
Requirements for the Degree .....	77
Election of Courses .....	77
Academic Credit .....	80
Academic Standing .....	82
The Age of Majority .....	83
Leaves, Withdrawal and Readmission .....	83
Courses of Study, 1991-92 .....	85
Deciphering Course Listings .....	88
Afro-American Studies .....	90
American Studies .....	94
Ancient Studies .....	98
Anthropology .....	99
Archaeology .....	104
Art .....	106
Astronomy .....	118
Biochemistry .....	123
Biological Sciences .....	125
Chemistry .....	135
Classical Languages and Literatures .....	139
Comparative Literature .....	143
Computer Science .....	148
Dance .....	153
East Asian Languages and Literatures .....	162
East Asian Studies .....	166
Economics .....	169
Education and Child Study .....	177
Engineering .....	184
English Language and Literature .....	186
Ethics .....	197
Exercise and Sport Studies .....	198
Film Studies .....	206
French Language and Literature .....	209
Geology .....	216
German Language and Literature .....	220
Government .....	225
History .....	235
History of the Sciences .....	245
International Relations .....	247
Italian Language and Literature .....	250
Jewish Studies .....	253
Latin American Studies .....	256
Logic .....	258
Marine Sciences .....	260
Mathematics .....	262
Medieval Studies .....	269
Music .....	272
Neuroscience .....	281
Philosophy .....	282
Physics .....	290
Political Economy .....	291
Psychology .....	292
Public Policy .....	299
Religion and Biblical Literature .....	301



Russian Language and Literature .....	310
Sociology .....	313
Spanish and Portuguese .....	317
Theatre .....	323
Third World Development Studies .....	331
Urban Studies .....	333
Women's Studies .....	334
Interdepartmental and Extradepartmental Course Offerings .....	340
Five College Course Offerings by Five College Faculty .....	341
Five College Certificate in African Studies .....	350
Five College Certificate in International Relations .....	351
Five College Certificate in Latin American Studies .....	352
<b>The Athletic Program</b> .....	353
<b>Directory</b> .....	355
The Board of Trustees .....	355
The Board of Counselors .....	356
Faculty .....	356
Administration .....	380
Standing Committees .....	382
Alumnae Association .....	384
<b>Index</b> .....	385
<b>Class Schedule</b> .....	inside back cover

# How to Get to Smith

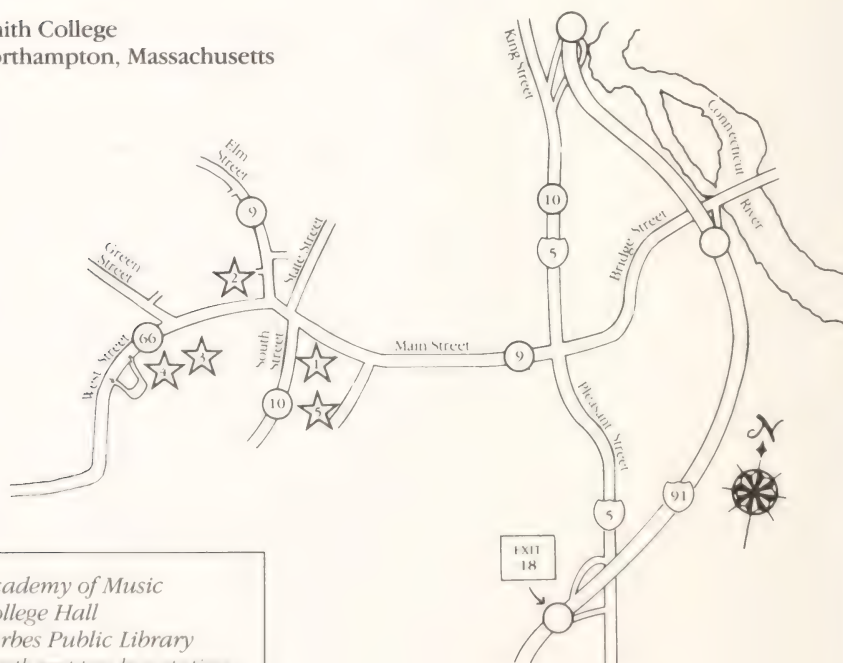
**By Air:** The closest airport is Bradley International, located about 35 miles south of Northampton, near Hartford, Connecticut. Bradley is served by most major airlines, and limousines, buses and rental cars are available at the airport.

**By Train:** Amtrak trains serve Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

**By Bus:** Greyhound, U.S. Express and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minutes walk or a short taxi ride from the bus station.

**By Car:** Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. At the second set of traffic lights, bear left onto Route 66. The Office of Admission (Garrison Hall) is the third building on your left.

## Smith College Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.



# Inquiries and Visits

Smith College  
Northampton, Massachusetts 01063  
(413) 584-2700

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

## Admission

B. Ann Wright, *Dean of Enrollment*  
Garrison Hall, 42 West Street  
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon.

## Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*  
College Hall 2, 10 and 12  
(800) 221-2579, January 15–June 15  
(Monday–Thursday, 2 to 9 p.m. Eastern time, Friday 2–4:30 p.m.)  
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of bills

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Elizabeth M. Doherty, *Dean of the First-Year Class*

College Hall 23

Mary Philpott, *Dean of the Sophomore and Junior Classes and Associate Dean for Intercollegiate Study*

College Hall 23

Margaret S. Zelljadt, *Dean of the Senior Class*  
College Hall 23

Charles Robertson, *Associate Dean for International Study*

## Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*  
College Hall 32

## Students Affairs

Nancy Asai, *Associate Dean*  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*  
Drew Hall

## Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Tricia O'Neil, *Registrar*  
College Hall 6

## College Relations

Mary B. Reutener, *Director*  
Pierce Hall 28

## Development

Charlotte B. Heatt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Ann Hartman, *Dean*  
Lilly Hall

## Alumnae Association

Nancy C. Steeper, *Executive Director*  
(413) 584-2985

# Academic Calendar, 1992-93

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

## SEPTEMBER 1992

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## First Semester

Friday, September 4, 9 a.m.—Houses open for entering students; orientation begins

Sunday, September 6, 10 a.m.—Houses open for returning students

Monday, September 7—Sectioning. 7:30 p.m.—Opening Convocation

Tuesday, September 8, 8 a.m.—Classes begin

## OCTOBER 1992

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

To be announced by the president—Mountain Day (holiday)

Saturday, October 10—Tuesday, October 13—Autumn recess

Tuesday, October 27—Otelia Cromwell Day

## NOVEMBER 1992

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Monday, November 9—Friday, November 20—Advising and course registration for the second semester of 1992-93

Wednesday, November 25—Sunday, November 29—Thanksgiving recess

## DECEMBER 1992

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tuesday, December 15—Last day of classes

Wednesday, December 16—Friday, December 18—Pre-examination study period

Saturday, December 19—Tuesday, December 22—Mid-year examinations

Wednesday, December 23—Sunday, January 3—Winter recess

## JANUARY 1993

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## FEBRUARY 1993

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## MARCH 1993

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## APRIL 1993

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## MAY 1993

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Interterm Period

Monday, January 4 through Saturday, January 23, 1993.

The January Interterm is a period for reading, research and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms and sports facilities are open; research laboratories, art studios and other facilities remain open at the discretion of the departments concerned. Faculty, students and staff offer a full schedule of courses, seminars, trips and conferences in academic and nonacademic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

## Second Semester

Sunday, January 24—Sectioning. 7:30 p.m.—All-college meeting

Monday, January 25, 8 a.m.—Classes begin

Wednesday, February 17—Rally Day exercises (all classes canceled)

Saturday, March 13—Sunday, March 21—Spring recess

Monday, April 5—Friday, April 16—Advising and course registration for the first semester of 1992-93

Friday, April 16—Sunday, April 18—Parents' Weekend

Friday, April 30—Last day of classes

Saturday, May 1—Monday, May 3—Pre-examination study period

Tuesday, May 4—Friday, May 7—Final examinations

Sunday, May 16—Commencement

:The college is not in session.





## History of Smith College

Smith College began over a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.



In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system which, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to over \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to substantially increase faculty salaries and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the Board of Trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building which his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading col-



leges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice which would give generation of students their sensitivity both to other cultures and to an important new art. President Davis's administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the

academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts to the campus. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant



chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her first five years as president, Mary Maples Dunn led the college through exciting and challenging times. The college mounted a successful \$163 million fundraising campaign, the largest ever by a private liberal arts college, and began constructing an \$18 million expansion of the science center facilities. President Dunn spearheaded a collegewide effort to fight racism and oversaw implementation of the Smith Design for Institutional Diversity. Among the Design's goals now being fulfilled are increased numbers of faculty, staff and students of color; a yearly symposium on racism; and a special fund to incorporate material about non-Western or neglected American cultures in courses throughout the curriculum.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences, and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.



## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*

1927-32

**G. Antonio Borgese, Ph.D.**

*Comparative Literature*

1932-35

**Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.**

*English*

Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*

First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*

First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*

Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*

Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*

1942-43

**Edgar Wind, Ph.D.**

*Art*

1944-48

**David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.**

*English*

First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*

Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*

Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*

Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*

1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)**

*Astronomy*

First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*

Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*

Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*

Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)**

*Physics*

First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*

Second semester, 1961-62

**Dénes Bartha, Ph.D.**

*Music*

Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*

First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)**

*Chemistry*

Second semester, 1967-68

**Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)**

*Art*

Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*

First semester, 1971-72

**Louise Cuyler, Ph.D.**

*Music*

Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**

*American Studies*

1977-78

**Renée C. Fox, Ph.D., Litt.D. (Hon.)**  
*Sociology and Anthropology*  
 First semester, 1980-81

**Auguste Anglès, Docteur ès Lettres**  
*French*  
 First semester, 1981-82

**Victor Turner, Ph.D.**  
*Religion and Biblical Literature*  
 First semester, 1982-83

**Robert Brentano, D. Phil.**  
*History*  
 First semester, 1985-86

**Germaine Brée, Ph.D.**  
*Comparative Literature*  
 Second semester, 1985-86

**Carsten Thomassen, Ph.D.**  
*Mathematics*  
 First semester, 1987-88

**Charles Hamilton, J.D., Ph.D.**  
*Government*  
 Second semester, 1988-89

**Triloki Nath Madan, Ph.D.**  
*Anthropology*  
 First semester, 1990-91

**Armstead L. Robinson, Ph.D.**  
*Afro-American Studies*  
 First semester, 1991-92

**Sheila S. Walker, Ph.D.**  
*Afro-American Studies*  
 Second semester, 1991-92

## The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

**Charles Mitchell, M.A.**  
*Art History*  
 1974-75

**Felix Gilbert, Ph.D.**  
*History*  
 1975-76

**Giuseppe Billanovich, Dottore di Letteratura Italiana**  
*Italian Humanism*  
 Second semester, 1976-77

**Jean. J. Seznec, Docteur ès Lettres**  
*French*  
 Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**  
*History*  
 First semester, 1980-81

**Alistair Crombie, Ph.D.**  
*History of Science*  
 Second semester, 1981-82

**John Coolidge, Ph.D.**  
*Architecture and Art History*  
 Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**  
*Music*  
 First semester, 1983-84

**Hendrik W. van Os, Ph.D.**  
*Art*  
 First semester, 1987-88

**George Kubler, Ph.D.**  
*Art*  
 Second semester, 1989-90

**Susan Donahue Kuretsky, Ph.D.**  
*Art*  
 Second semester, 1991-92





# The Academic Program

## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society; and

*Exercise and sports studies*, because they provide opportunities for recreation, health and the development of skills for the complete person.

Smith College has no required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

## The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology	Italian Language and Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages and Literatures	Political Science (see Government)
Computer Science	Portuguese (see Spanish and Portuguese)
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese
Geology	Theatre
German Language and Literature	
Government	

Interdepartmental majors are offered in the following areas:

American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Latin American Studies
East Asian Studies	Logic
Engineering	Marine Sciences
Ethics	Neuroscience
Film Studies	Political Economy
History of the Sciences	Public Policy
International Relations	Third World Development Studies
Jewish Studies	Urban Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments. Approval must be granted by each of the departments concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed minors must differ substantially from existing minors.

## Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

## Advising

### Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration



decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **Minor Advisers**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Premedical and Prehealth Professions Advising**

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult one of the pre-health advisers (see p. 134) as early as possible in their college careers.

### **Prelaw Advising**

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

### **Engineering Advising**

Students who are interested in engineering should consult the advisers listed on pp. 184-185.

## **Academic Honor System**

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

## Special Programs

### Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer-school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit.

### The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences and arranging "big sisters" for new students. The full range of Smith courses, majors, minors and programs is open to Ada Comstock Scholars.

Some Ada Comstock Scholars take one four-credit course per semester, while others take as many as five. We consider 12 or more credits to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, p. 79. Information about expenses and how to apply for aid can be found in the chapter titled Fees, Expenses and Financial Aid. For more information about the Ada Comstock Scholars Program, contact the Ada Comstock Scholars Program Office at (413) 585-3090.



## **Community Auditing: Nonmatriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$35 fee for each lecture course (\$150 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

## **Five College Interchange**

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student.

## **Departmental Honors Program**

A departmental honors program allows a student with a strong academic background to work with greater independence and in more depth in the field of her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Normally, the minimum standard for eligibility is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major through the junior year. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

## **Independent Study and Internships**

Juniors and seniors, with the approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of 16 credits for independent study. Applications should be forwarded to the dean of the senior class, chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their faculty sponsor(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, qualified sophomores, juniors and seniors may be granted a maximum of eight credits for approved,



supervised by a Smith College faculty member, on-campus or off-campus internships or other work related to the student's academic program.

No more than 16 credits may be awarded for any combination of internships and independent study. The deadline for submission of proposals for independent study and internships is November 30 for a second-semester program and April 30 for a first-semester program.

### **Smith Scholars Program**

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

The deadlines for submission of proposals for the Smith Scholars Program are November 30 and April 30 of the student's junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance and the subcommittee's recommendation with respect to her degree.

### **Study Abroad Programs**

Applications for Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris must be filed by February 15. Applications for all other study abroad programs must be filed by February 1. Interested students should consult reference materials in the Office of International Study, College Hall 23.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs must keep in mind that the year elsewhere does not count toward the required two years in residence in Northampton. Normally, a student with a shortage of credit is not given permission to study abroad.

## Smith College Junior Year Abroad Programs.

All applications for the Smith College Junior Year Abroad programs must be filed with the Office of International Study by February 15.

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Students from Smith and other colleges as well are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For all programs, the comprehensive fee covering tuition, room and board is the same as the comprehensive fee for the year's study in Northampton. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college not to grant credit for less than a full year's work and to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular



university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and Oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until early October). The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, history, mathematics, music history, philosophy, physics, psychology, religion and sociology. The minimum language requirements is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith stu-



dents, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college. The minimum language requirement is normally two years of college French.

### **Affiliated Study Abroad Programs.**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation. Students applying for affiliated programs must file an application with the Office of International Study by February 1.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular programs of lectures, seminars and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult the Department of Classical Languages and Literatures.

**The American Collegiate Consortium for East-West Cultural and Academic Exchange,** located at Middlebury College, permits one or two qualified undergraduates a year from Smith to spend a full year studying at one of the many universities in Russia. Students must have strong academic records and be at an advanced level of Russian language instruction. Interested students should consult the Department of Russian Language and Literature.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult the Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult the director of East Asian studies.

**South India Term Abroad,** administered by Bowdoin College, allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students should consult Dennis Hudson, professor of religion.

### **Independent Study Abroad**

Students who wish to study abroad in programs other than those mentioned above, and those who want to consider studying independently at a foreign university, should consult the associate dean for international study. A list of previously approved study abroad programs and institutions will be considered for provisional approval through application to the Committee on Study Abroad. A limited pool of financial aid is available for students studying abroad independently.

All applications for provisional approval should be submitted no later than February 1. The minimum requirements for approval are an overall average of 3.0 (B) and, except in unusual circumstances, at least one year of the language of the country in which the program or university is located.

There are increasing opportunities for Smith students to spend a semester or a year in one of the less developed countries of Africa, the Americas or Asia, and many have done so. Interested students should consult the guidebooks and information available in the Office of International Study.

## **Other Off-Campus Study Programs**

### **Study at Historically Black Colleges**

Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

## **Twelve College Exchange Program**

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.5 average and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

## **Pomona-Smith Exchange**

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

## **Jean Picker Semester-in-Washington Program**

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 234.

## **Internship at the Smithsonian Institution**

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 96.



## Graduate Study

**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts (in dance), master of education, master of education of the deaf and master of science in exercise and sport studies, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before February 15 of the spring preceding registration. All international applications for a

master's degree or for the Diploma in American Studies Program must be received on or before February 1 of the proposed year of entry into the program; applications for the master of arts program in Italian must be received on or before February 15 of the proposed year of entry into the program; applications for the master of fine arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the master of education of the deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as June 30 for first semester. The deadline for second-semester applications is December 1. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

E. Shelton Burden  
Director of Affirmative Action  
College Hall #3  
(413) 585-2141, 2142.

## Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke College or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is



permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

## Degree Programs

### Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Art History.** Each student admitted will work with the Department's graduate advisor to structure an individually designed program which reflects a broad range of fields in the history of art. Students who are changing fields and lack the background of an undergraduate degree in art history may be required to take additional courses.



beyond the required eight, to make up for subject-area deficiencies. A reading knowledge of two foreign languages, one of which must be German, is required. A thesis in a specialized area of research is required of each candidate for the degree. The thesis will normally represent eight hours beyond the 32 hours undertaken for the degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

**Education and Child Study.** At least three courses in education above the introductory level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 552a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had the equivalent of an undergraduate major in French, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**History.** The Master of Arts degree in history requires 32 credits of course work, plus completion and defense of an eight-credit thesis. Before undertaking the thesis, candidates must demonstrate a good reading knowledge of at least one language, other than English, which is relevant to their fields of study.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**Music.** The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined

by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** Admission is normally limited to qualified applicants who, for special reasons, seem likely to benefit from study at Smith, as opposed to enrolling in an institution that regularly grants the doctorate in philosophy. A thesis is required to complete the M.A. degree. The philosophy department will be unable to consider applications for the 1993-94 academic year.

**Religion.** Admission will normally be limited to qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** The Master of Arts in Theatre is currently being phased out. No new applications will be accepted after 1992-93. (See Master of Fine Arts in Playwriting, page 31, for ongoing programming.)

### Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, classics, English, French, German, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs.



both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

### **Master of Education**

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063 or from the office of Graduate Study.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be



taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Sharon Arslanian, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Fine Arts in Playwriting**

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300-level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

### **Master of Science in Exercise and Sport Studies**

The Department of Exercise and Sport Studies offers a two-year program specializing in the coaching of women's sports. A bachelor's degree or its equivalent is required. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits. To be counted toward the degree, all work, including the thesis or Special Studies, must earn a grade of at least B-. Courses for graduate credit may not be taken on a pass/fail basis.

Students should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) assist with two intercollegiate teams for two years and 2) take 36 additional credits.

### **Doctor of Philosophy**

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after pass-

ing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

## Nondegree Studies

### Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 556a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

### Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing the date and degree received. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration. Nondegree students are not eligible for financial aid.

If you have previously taken a course as a nondegree graduate student you must contact the graduate office to have your application reactivated by the deadlines listed above for each semester in which you plan to take a course.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit



for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1992-93 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$2,750 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single and double bedrooms, no private bathrooms. The fee of \$6,100 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college house assigned to residents.

### Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students under the age of 30 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the doctors' office (outpatient department) and to participate in the Smith College health insurance program as follows:

I. Doctors' office (outpatient department)—use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$35 plus laboratory fees at the time of the first visit.

II. Health insurance—the college has its own insurance plan, underwritten by Chickering Benefit Planning, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

All students are required to carry either a) the Smith College health insurance plan (single students) or b) a plan for married students available from Chickering Benefit Planning, unless they show that they have comparable coverage under a private plan.



## Finances

### Tuition and Other Fees\*

Application fee .....	\$40
Tuition for full-time work, for the year** .....	\$16,850
Room and board for the academic year† .....	\$6,100
Tuition for part-time work, per semester course .....	\$2,120
Health insurance (estimate) (optional if comparable coverage can be demonstrated) .....	\$510
Continuation fee, per semester .....	\$50
Fees for nondegree students (special students) Application fee .....	\$40
Fee per four-credit course .....	\$2,120
Fee per one-credit course .....	\$530

For additional information concerning fees for practical music and studio art see pp. 57-58.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 15. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the controller.

### Deposit

A general deposit of \$100 is required from each student upon acceptance. (This is a one-time deposit that will be refunded following withdrawal or graduation, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

### Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

During the first week of classes .....	75%
During the second week of classes .....	50%
During the third and fourth week of classes .....	25%
Thereafter .....	0%

\* Subject to change

\*\* This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

## Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due February 15: the Financial Aid Form (FAF); a copy of parents' IRS form 1040, upon request; a copy of student's IRS form 1040, 1040A or 1040EZ; and a financial aid transcript from each college or university attended.

Several scholarships are available for international students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$7,500 for the first year and \$7,900 for the second year. Teaching fellows may also apply for scholarship assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the office of Financial Aid. A Perkins Loan or a Stafford Loan (formerly Guaranteed Student Loan) may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for loan information should be addressed to the assistant director for student loans, in the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

## Changes in Course Registration

*During the first 10 class days* (up to September 21 in the first semester, and February 5 in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser and the director of graduate study.
- B. A student may *drop* a course up to 20 days before the last day of classes (November 12 in the first semester, and April 2 in the second semester):
  - (1) after consultation with the instructor; and
  - (2) with the approval of the adviser and the director of graduate study.

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.



# The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 80 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

## Facilities

Much of the daily campus activity at Smith occurs in the following centers.

### **William Allan Neilson Library**

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles and slides well in excess of one million items, the Smith College library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and we therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in Neilson Library. Chief among

them are individualized bibliographic assistance, on-line database searches and access to other library collections through interlibrary loan. Terminals in each of the libraries provide students with access to the growing on-line union catalog of the libraries of Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in Bass Hall (Science Library), the Fine Arts Center (Hillyer Art Library) and the Mendenhall Center of the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the one million-volume collection and is the home of the Rare Book Room with its collection of over 20,000 books, manuscripts and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.

Library Hours:	Monday-Friday	7:45 a.m.-midnight
	Saturday	9 a.m.-midnight
	Sunday	10 a.m.-midnight

(During the pre-exam study periods and midyear and final examination periods, Neilson is open until 2 a.m.)

### Clark Science Center

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found, as well as classrooms, laboratories and faculty offices; McConnell Hall, with a large lecture hall, classrooms and laboratories, a rooftop observatory equipped with several small telescopes, a computer terminal room and resource center and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices and the Science Library, where more than 113,300 volumes, 12,760 microforms, 630 periodicals and 92 phonodiscs are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Construction of 62,000-square-foot addition to the science center was completed in December 1990. Renovations to the existing buildings began in January 1991 and was completed in spring 1992.

This integrated five-building complex is dedicated to the sciences, and includes one of the largest science libraries for a liberal arts college in the United States.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

In addition to the on-campus facilities we also have an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.



Science Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday–Sunday	10 a.m.–10 p.m.

## Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by dark-room facilities, faculty offices, classrooms and the Hillyer Art Library with more than 55,000 volumes and 72,000 photographs. Graham Hall is a large auditorium used as needed for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	noon–10 p.m.
June–August:	Monday–Friday	9 a.m.–noon
Museum hours:	Tuesday–Saturday	noon–5 p.m.
	Sunday	2–5 p.m.
	Mondays and academic holidays	closed
June–August:	Tuesday–Saturday	noon–5 p.m.
	Sunday and Monday	closed

## Mendenhall Center of the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops and lounges that support production in Theatre 14, which holds an audience of 460; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 70,300 books and scores and 46,400 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.



Werner Josten Library hours:	Monday-Thursday	8 a.m.-10:45 p.m.
	Friday	8 a.m.-9 p.m.
	Saturday	10 a.m.-9 p.m.
	Sunday	noon-10:45 p.m.

## Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

## Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multimedia laboratory (Wright Hall 7) and media classroom (Wright 233), housing a network of student work stations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the Center, students may explore the foreign culture with the aid of interactive video discs and tapes, digitized audio and CALL (computer assisted language learning) programs. The Center also supports the Audio Tape Library (window outside Wright 6) where students may check out audio cassettes for over 30 courses in ten foreign languages. Faculty members may receive assistance at the Center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours:	Monday-Thursday	8:30 a.m.-noon 1 p.m.- 5 p.m. 7 p.m.-10 p.m.
	Friday	8:30 a.m.-noon 1 p.m.-5 p.m.
	Saturday	closed
	Sunday	1 p.m.-5 p.m. 7 p.m.-10 p.m.

## Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide local area network (LAN) allowing computer access from most buildings and residential houses. Resources, which are continually expanding, include over 150 IBM and Macintosh personal computers in four resource centers, used for text processing, graphics, numerical and data analysis and class assignments; and four Digital MicroVAX 3100s, used for statistical analysis, developing courseware and software, electronic communication over the BITNET and Internet networks and many more creative purposes. In addition, Information Systems administers the Smith College Computer Purchase Plan, through which a student may purchase a personal computer at a discounted price. There are no fees for

the use of computers at Smith, nor do Smith students need to be enrolled in a course using the computers to have access to them. Staffed by 34 professionals and more than 80 student assistants, Information Systems is an active and accessible resource for all students.

### Center for Academic Development

From its offices in Seelye 20, the Center for Academic Development offers a variety of programs to help students develop skills in writing and quantitative reasoning. Six professional writing counselors review essay drafts with students, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in Neilson Library, Seelye 20 and residential houses. The director of the Quantitative Skills Program offers special tutoring and serves as a consultant to faculty members and students on topics relating to quantitative aspects of all courses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in various academic skills, such as public speaking and editing, and conducts research on current issues of learning and teaching.

### Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of two national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder logging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers. Our intercollegiate crew shells are housed on the Connecticut River.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility	Monday–Thursday	6 a.m.–11 p.m.
	Friday	6 a.m.–9 p.m.
	Saturday–Sunday	8 a.m.–9 p.m.



## Student Residence Houses

Smith is a residential college, and students live in 42 residence buildings with capacities of 14 to 100 students. The houses range in architectural style from modern to Gothic and classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interest. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.

## Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to regularly participate in activity throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to learn to compete as well as to cooperate with others in striving for achievement of common goals.

## Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively (including practice interviewing on videotape); and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."



## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. We can provide injections for desensitization as requested by a student's own physician and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by New Hampshire Life Insurance, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college physician first.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protes-

tant faiths and help organize weekly services of worship. The B'nai B'rith Hillel Foundation, The Ecumenical Christian Church and Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups, such as the Smith Intersity Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Black Gospel Jubilee and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The Chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

# The Student Body

## Summary of Enrollment, 1991-92

### Undergraduate Students

	Class of 1992	Class of 1993	Class of 1994	Class of 1995	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	730 <sup>2</sup>	441	617	615	204	2,607
Not in residence <sup>3</sup>	30 <sup>4</sup>	186	13	0	24	253
Five College course enrollments at Smith:						700
First semester						728
Second semester						

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	71	37	25

- 
1. Guest students are included in the counts of students in the Northampton area.

2. This includes 93 Ada Comstock Scholars.

3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 37 Smith students in Paris; 11 Smith students and 3 guest students in Hamburg; 10 Smith students and 7 guest students in Geneva; and 6 Smith students and 3 guest students in Florence.

4. This includes 7 Ada Comstock Scholars.



## Geographical Distribution of Students, 1991-92

## United States

Alabama	11
Alaska	10
Arizona	17
Arkansas	5
California	251
Colorado	46
Connecticut	182
Delaware	11
District of Columbia	13
Florida	67
Georgia	22
Hawaii	10
Idaho	8
Illinois	62
Indiana	23
Iowa	7
Kansas	11
Kentucky	12
Louisiana	4
Maine	62
Maryland	85
*Massachusetts	645
Michigan	44
Minnesota	36
Mississippi	2
Missouri	19
Montana	5
Nebraska	9
Nevada	4
New Hampshire	51
New Jersey	151
New Mexico	13
New York	313
North Carolina	37
North Dakota	1
Ohio	62
Oklahoma	7
Oregon	39
Pennsylvania	94
Puerto Rico	5
Rhode Island	16
South Carolina	19
South Dakota	3
Tennessee	11
Texas	62
Utah	8
Vermont	56
Virginia	54
Virgin Islands	1
Washington	64
Wisconsin	24

## Foreign Countries

Argentina	1
Australia	2
Bahrain	1
Bangladesh	3
Bolivia	1
Brazil	1
Canada	9
China, People's Rep.	15
Colombia	1
Czechoslovakia	1
Egypt	1
El Salvador	2
France	1
Germany	5
Ghana	3
Greece	2
Guyana	2
Hong Kong	5
Hungary	1
Iceland	1
Indonesia	1
India	20
Iran	1
Israel	2
Italy	1
Japan	11
Jordan	1
Kenya	3
Korea	11
Malaysia	4
Nepal	3
Netherlands	1
Nicaragua	1
Norway	1
Pakistan	3
Philippines	3
Singapore	4
Somalia	1
South Africa	5
Soviet Union	3
Spain	2
Sri Lanka	2
Swaziland	1
Switzerland	1
Taiwan	3
Thailand	1
Tibet	1
Uganda	1
United Kingdom	5
Vietnam	1

Yugoslavia	2
Zimbabwe	2

\* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1991-92

	Class of 1992		Ada Comstock Scholars	Class of 1993	Totals
	(Srs.)	(Honor)			
Government	123	4	4	77	208
English	77	8	10	58	153
Art					147
Art History	46	3	4	30	83
Art	4	0	1	3	8
Studio Art	13	4	9	22	48
Architecture & Urbanism	4	0	1	3	8
Psychology	66	6	11	58	141
Economics	82	0	3	45	130
Biological Sciences	36	5	5	46	92
History	33	7	7	30	77
American Studies	25	6	12	21	64
Sociology	37	1	4	22	64
French					54
French	3	0	0	6	9
French Language & Literature	13	1	0	9	23
French Studies	16	0	0	7	23
Mathematics	20	1	2	20	43
Theatre	19	1	3	14	37
Women's Studies	16	5	4	11	36
Religion & Biblical Literature	12	0	8	14	34
Education & Child Study	14	0	7	10	31
Philosophy	11	0	3	12	26
Anthropology	7	0	8	10	25
Chemistry	6	5	1	11	23
Music	7	0	3	11	21
Comparative Literature	6	1	1	12	20
Latin American Studies	11	1	1	7	20
East Asian Studies	11	0	0	8	19
Geology	3	2	3	11	19
Computer Science	5	1	1	9	16
German Language & Literature	8	0	0	7	15
Biochemistry	2	3	1	7	13
Classics					11
Classics	9	0	0	2	11
Latin	0	0	0	0	0
Russian Language & Literature					9
Russian Literature	1	0	0	3	4
Russian Civilization	4	0	0	0	4
Russian Language & Literature	1	0	0	0	1
Physics	5	0	0	2	7
Ancient Studies	2	0	0	4	6
Astronomy	1	2	0	2	5
Medieval Studies	1	0	2	2	5
Afro-American Studies	2	0	0	2	4
Italian Language & Literature	0	2	0	2	4

Spanish & Portuguese					4
Spanish Language & Literature	0	0	0	3	3
Latin-American Literature	1	0	0	0	1
Sociology and Anthropology	2	0	0	1	3
Dance	2	0	0	1	3
Smith Scholar	1	0	0	0	1
Middle Eastern Studies	1	0	0	0	1
Art & Archaeology, Anc. N. East	0	0	0	1	1
Archaeology	0	0	0	1	1
Biopsychology	1	0	0	0	1
Environmental Studies	1	0	0	0	1
Psychobiopolitics	0	1	0	0	1
Third World Development Studies	1	0	0	0	1



# Academic Achievements, Prizes and Awards

## Academic Achievements

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the faculty. The degree may be awarded Cum laude, Magna cum laude or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

## First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year are named First Group Scholars. Those named generally represent the top five percent of the class.

## The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

## Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College

Chapter elects to membership promising graduate students and seniors who excel in science.

## Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Candidates for election as Junior Phi Beta Kappa must have taken at least one 4-credit semester course in each of the three divisions. Candidates for election in May of the senior year must have completed at least two 4-credit semester courses in each of the three divisions.

## Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

## Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate to **Heather Pisani-Kristl**, Williams College

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry to **Wei Chen '92**

The **American Chemical Society Award in Analytical Chemistry** to a junior chemistry major who has excelled in analytical chemistry to **Claire Murphy '93** and **Renee Shediak '93**

An award from **The American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class to **Marjorie Arzt '92**

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year to **Jennifer Krassy '93**

The **Elizabeth Babcock Poetry Prize** for the best group of poems to **Heather Pisani-Kristl**, Williams College

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program to **Liza Deman '92** and **Elizabeth Dembitzer '92**

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class to **Linda Smargie AC92**

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics to **Jessica McDermott '94**

The **Samuel Bowles Prize** for the best paper on an anthropological subject to **Jennifer Thomson '92**

The **Samuel Bowles Prize** for the best paper on a sociological subject to **Sue Kim '92** and **Joan Bedell '92**

The **Samuel Bowles Prize** for the best thesis on an economics subject to **Priya Malhotra '92** and **Victoria Goldin '92**

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community to **Alyson Montgomery '92**

The **John Everett Brady Prize** for excellence in the translation of Latin at sight to **Ruth Sameth '92** and for the best performance in the beginning Latin courses to **Elizabeth Morse '93** and **Nita Grover '95**

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology to **Sujan Shrestha '92**

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject to **Susan Timmons AC93**

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course to **Christina Frazel '92**

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college to **Elizabeth Holder '92**, **Traci Klainer '92**, **Kara Morin '92**, **Laura Tichler '92** and **Tamsen Wolff '92**

The **David Burres Memorial Law Prize** to a senior accepted at law school intending to practice law in the public interest to **Carolee Wilde AC92**

The **C. Pauline Burt Prize** to the senior majoring in chemistry or biochemistry who has made an excellent record and shown high potential for further study in science to **Marjorie Arzt '92**, **Iman Abdelmoty '92**, **Yvonne Akpalu '92**, **Amy Hegg '92** and **Maria-Christina White '92**

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature to **Anne Williams '92** and **Abigail Goldberg '92**

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management to **Kristine Hummel '92**

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* to **Kristin Ellis '92**

The **Carlile Prize** for the best original composition for carillon.

The **Julia Harwood Caverno Prize** for excellence in Greek to **Maria Laughlin '93** and for the best performance in the beginning Greek course to **Emily Ellis '95**

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form to **Heather Pisani-Kristl, Williams College**

The **Sidney S. Cohen Prize** for outstanding work in the field of economics to **Diane Smoyer '92**, **Narantara Mukerji '91**, **Marina Yu '92** and **Heidi Kroll '92**

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service.

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English to **Ellen Reich '92**

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry to **Masha Huseinovic '95** and **Rebecca Mitchell '95**

The **Merle Curti Prize**, awarded annually to the student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize** for the best undergraduate work in political science to **Diane Smoyer '92**

The **Alice Hubbard Derby Prize** for a member of the junior or senior class for excellence in the study of Greek literature to **Jessamyn Lewis '92**

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis to **Jami Ake '92** and **Anne Wettersten '92**; for the best first-year essay on a literary subject; and for the best classroom essay to **Maria Laughlin '93**

The **Hazel L. Edgerly Prize** to a senior in honors in history for distinguished work in that subject to **Alison Conn '92**

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ to **Heidi Lutz '95**

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year student or sophomore to **Tenaya Darlington '94**

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre to **Laura Tichler '92** and **Tamsen Wolff '92**

The **Settie Lehman Fatman Prize** for the best composition in music in large form to **Phyllis Kirkpatrick AC94**; in small form to **Kathryn Troup '94** and **Xiling Chen '92**; and honorable mention to **Allison Dean '93** and **Sian Cotton '93**

The **Heidi Fiore Prize** to a senior student of singing to **Julie Phaneuf '92**

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives to **Kitty Jerome AC93** and **Anne Schmidt '92**



The **Harriet R. Foote Prize**, awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in course work in biblical courses to **Maria Laughlin '93**

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature to **Mary Hallett '92** and **Anne Wettersten '92**

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme to **Maria Laughlin '93**

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major to **Wendy Kline 92J** and **Emily Smachetti '93**; and honorable mention to **Judith Shindel AC92**, **Laurie Nagy '93**, **Pamela Wyn AC93**, **Eliza Davis '92** and **Frances Davey '92**

The **Ida Deck Haigh Memorial Prize Fund Award** to a student of piano for distinguished achievement in performance and related musical disciplines.

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music.

The **Arthur Ellis Hamm Scholarship Prize** awarded on the basis of the best first-year's record to **Louisa Shea '94** and **Katherine Woolfitt '94**

The **Vernan Harwood Prize** awarded annually to the best student scholar of Chaucer to **Mary Hallett '92**

The **James T. and Ellen M. Hatfield Memorial Prize** to a senior majoring in English for the best short story to **Danae Marr '92**

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject to **Heidi Peterson '92**, **Ricki Pollack '92** and **Wei Chen '92**

The **Margery Weddell Irish Prize** for the best student of watercolor in studio art this year.

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith Colleges, or the University of Massachusetts to: First Prize: **Kara Morin '92** and **Leah Ryan AC94**; Second prize: **Sarah Brown**, Hampshire College and **Maura Gallagher**, Mount Holyoke College; Honorable Mention: **Mona Chiang**, Mount Holyoke College, **Rachel Getzoff '92** and **Judith Sloane AC94**

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture to **Elise Stimak '92**

The **Barbara Jordan Award** for study of law to a black American senior or alumna undertaking a career in law and public service to **Alease Brown '92**

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course to **Meredith Mundy '94**

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas to **Jennifer Linsky '92**

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and human critic of her chosen profession to **Ujjwala Shah '92** and **Seema Bahl '92**

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy to **Kendra Mitchell '92**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and

former students, to a senior majoring in the history of art, with preference given to students interested in classical art at the graduate level to **Romita Ray '92**

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris to **Eleanor Hughes '93** and **Alexandra Neel '93**

The **Jill Cummins Maclean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance to **Jenna Moscowitz '92** and **Geryll Robinson '92**

The **Emogene Mahony Memorial Fund** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a freshman and the best honors thesis submitted to the Department of English Language and Literature to **Amy Rosenberg '95**

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ to **Lorrie Miech '94**

The **Jeanne McFarland Prize** for excellent work in women's studies to **Susan Shell '92** and **Caitlin Smith '92**

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy to **Elizabeth Dembitzer '92** and **Colleen Young '92**

The **Bert Mendelson Prize** to a member of the sophomore class for excellence in computer science to **Rachel Beck '94** and to a member of the senior class majoring in computer science for excellence in that subject to **Arundhati Dhagat '92**

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers, to **Shua Kim '92**

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, awarded

to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college.

The **Mrs. Montagu Prize** for the best essay on a literary subject concerning women to **Ellen Doon '92**

The **Judith Raskin Memorial Prize** for the outstanding senior voice student to **Grace Check '92J**

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate to **Laura Ralph AC93**

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures to **Maureen Spillane '92**

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College to **Carolee Wilde AC92**

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities to **Mary Ellen Knapka '92**

The **Senior Award** for their contributions to the Smith community and demonstrated commitment to campus life to **Joyce Chiang '92**, **Jennifer Chrisler '92**, **Theresa Resman '92**, **Ujjwala Shah '92** and **Holly Wolf '92**

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies to **Wendy Kline '92J**

The **Andrew C. Slater Prizes** for excellence in debate to **Bonnie Walker '92** and **Jennifer Desmond '92**; and for most improved debater to **Jennifer Goddu '94**

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre to **Geryll Robinson '92**

The Smith Council of the **Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism to **Andrea Kurtz '92**, **Lucille Whitelock '92**, **Adrianna Watkins '92** and **Colleen Butler '92**

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose to **Andrea Schneeman '92**, honorable mention to **Maria Laughlin '93** and **Chotirose Thamrong '93**; and for excellence in writing fiction to **Colleen Kong '94**, honorable mention to **Melissa Briggs '95**

The **Valeria Dean Burgess Stevens Prize** for excellent work in women's studies to **Karuna Venter '93** and **Darcy Wakefield '92**

The **Mary Ellen Szmowskiak Prize** awarded on the basis of merit to a pre-medical student enrolling in medical school.

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences to **Nilanjana Dasgupta '92**

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life to **Kate Oneschuk '92** and **Meredith Mundy '94**; and honorable mention to **Julie Heath '93**, **Nicole Malkin '95** and **Stephanie Eleftheriou '92**

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies to **Melissa Taylor '92**

The **Anacleto C. Vezzetti Prize**, established by the Austonia Club of Northampton, to a senior for the best piece of writing in Italian on any aspect of the culture of Italy to **Ilona Rand '92**

The **Karel Fierman Wahrsager Award In Sociology** to a student who has demonstrated a high level of scholarship, intellectual promise and leadership to **Rebecca Belcore '94**, **Kaari Pitkin '94** and **Gretchen Ulrich '94**

The **Ernst Wallfisch Prize**, awarded to a graduating senior enrolled in music performance (vocal or instrumental) at Smith who has demonstrated outstanding talent, commitment and diligence to **Grace Check '92J** and **Wendy Kline '92J**

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics to **Yvonne Akpalu '92**

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies.

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history to **Victoria Green '92**



## Fees, Expenses and Financial Aid

**W**hile many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$15,000, and 50 percent of our student body qualifies for need-based aid.

#### 1992-93 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$8,425	\$8,425	\$16,850
Room and board	3,050	3,050	6,100
Activities fee (estimate)	135		135
	<hr/> \$11,610	<hr/> \$11,475	<hr/> \$23,085

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15; for the second semester by January 15. Checks should be made payable to Smith College and forwarded to Box 8500-3075, Philadelphia, PA 19178-3075. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 15 percent. Non-payment of fees may prevent students from registering for classes or occupying their rooms. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies, between \$550 and \$700 on personal, recreational and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The estimated student activities fee of \$135 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

## Other Fees and Charges

### • Application for admission — \$40

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to January 15. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars Office by February 15.

### • General deposit — \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

### • Room deposit — \$200

Each resident student pays a room deposit each year that is applied in total to the first-semester bill. Incoming resident students pay this deposit by May 1 and continuing resident students, by March 4. The deposit is non-refundable. Students participating in affiliated Smith programs will have this deposit, if paid, credited to their account. In all other cases, the deposit is forfeited if a student withdraws or leaves the college. The deposit may be deferred for a student whose need-based aid covers total fees.

• **Nonresident fee — \$30 per semester**

The nonresident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

• **Health insurance — \$510 (estimated)**

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to parents in July, along with the first-semester bill. The Smith insurance plan may be waived for students who can demonstrate comparable coverage.

• **Refrigerator energy fee — \$30 per semester**

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

• **Fees for musical instruction, per academic year**

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

One hour lesson per week .....	\$500
One half-hour lesson and two class hours per week .....	\$500
Courses in ensemble when given individually .....	\$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily .....	\$25
Use of a practice room, one hour daily, and of a college instrument .....	\$50
Use of organ, one hour daily .....	\$100

• **Fees for riding classes, per semester**

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students, at a cost of \$340 per month. Inquiries about boarding should be addressed to Ms. Sue Gray, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week .....	\$285
Three lessons per week .....	\$395



### • Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials .....	\$5-63
Additional supplies .....	\$12-100

### • Chemistry laboratory course, per semester — \$6-10 plus breakage

### • Fee for nonmatriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit .....	\$2,120
For auditing, per lecture course .....	\$25
For auditing, per performance or language course .....	\$100

### • Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or nonresident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee .....	\$40
Room and board one night per week, per semester (15 weeks) .....	\$535
One four-credit course .....	\$2,120
Two four-credit courses .....	\$4,240
Three four-credit courses .....	\$6,360
Four or more four-credit courses .....	\$8,425
Each one-credit course .....	\$530

### • Student Activity Fee

This fee is set by the Student Government Association, as approved by a vote of the student body. It supports clubs and organizations on campus.

## Withdrawal Refund

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of each semester, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

During the first week of classes .....	75%
During the second week of classes .....	50%
During the third and fourth weeks of classes .....	25%
Thereafter .....	0%

The college makes arrangements for housing each student prior to the semester, again based on anticipated enrollments. These arrangements are not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the follow order: Perkins Loan, Supplementary Educational Opportunity Grant (SEOG), Pell Grant, Stafford Loan, Parent Loan for Undergraduate Students (PLUS), state grants (including SSIG), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## Payment Plans and Loan Options

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A nonrefundable administrative fee of \$40 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through Knight Tuition Payment Plans. The TERI Tuition Payment Plan is a third payment option which is administered by the Education Resources Institute and allows a family to spread payments over a 10- or 12-month period. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Following is a listing of various payment plans and loan options available. Further details about these plans are mailed by the Office of the Controller to parents of accepted first-year students.

## Summary of Payment Plans and Loan Options

	Number of payments per year	Number of years to complete payments	First payment due	Annual interest rate charged*
Regular Payment Plan	2	4	Aug. 15	0
Smith 10-Month Payment Plan	10	4	June 15	0
Smith Tuition Prepayment Option	1	—	Aug. 15	—
Knight Insured Tuition Payment Plan	12	4	June 1	0
Knight Extended Repayment Plan	12	10	June 1	7.5%
TERI Tuition Payment Plan	12	4	May 1	0
Family Education Loan Program	12	15	30 days after orig- ination	9.25%
Family Education Loan for Tuition Prepayment Option	12	15	30 days after orig- ination	9.25%
SHARE Loans	12	4-20	45 days following disburse- ment	11.95%
PLUS/SLS Loans	12	up to 10 years	30-45 days following disburse- ment	up to 12%

\*Rate effective as of February 1992



Service, origination, or guarantee fees	Insurance	Annual maximum	Income restrictions	Credit check	Eligibility
None	None	Total fees	None	No	All
\$40	None	Comprehensive fee	None	No	All
-	None	Four times current tuition	None	No	Families not receiving financial aid
\$55 (non- refundable)	Required	Total fees	None	No	All
\$55 (non- refundable)	Optional	Total fees	None	Yes	All
\$45	Included	Total fees	None	No	All
\$35 service fee plus 6% origination fee of loan principal	Optional	Total fees	Varies	Yes	Families of all part- to full-time students
\$35 service fee plus 6% origination fee of loan principal	Optional	Four times current tuition	Varies	Yes	Families not receiving financial aid
5% of amount borrowed	None	\$20,000	Varies	Yes	Families of all part- to full-time students
1% of amount borrowed	None	\$4,000 per student	None	At bank's discre- tion	Families of all part- to full-time students

Of these plans, number 4 requires the subscriber to carry additional insurance, and plans 5, 6, 7 and 8 offer insurance as an option. Families of students who receive Stafford Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loan Plan and Tuition Pre-payment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in plan 7 or plan 8. For more information, write or call Anthony Symanski, controller, or Tammy J. Hyson, bursar.

## Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort fully to aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need, regardless of a student's race, creed, handicap or color. An award is usually a combination of a grant, a campus job and a suggested loan. A brochure supplementing the information here is available from the Office of Financial Aid.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that a copy be sent to Smith. (Our code number is 3762.) The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, College Scholarship Service forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 82).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to any student in an emergency situation.

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until your junior year (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you will not receive college grant aid or work-study jobs during your first two years at Smith, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emer-



gency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Fall Early Decision Plan and January Transfers	Winter Early Decision Plan	Regular Decision, September Transfers and Ada Comstock Scholars
Submit the Financial Aid Form	Early version due November 15 Regular version due after January 1	January 1	February 1 (February 12 for Ada Comstock Scholars)
Send the Smith financial aid application and prior-year tax returns to the Office of Financial Aid	November 15	January 1	February 1 (February 12 for Ada Comstock Scholars)
Receive notification from Smith of financial aid awards	mid-December	early February	early April
Send photocopy of applicant's and parents' most recent federal income tax return to the Smith Office of Financial Aid	April 15	April 15	April 15
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1	June 1

## Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class, but must include a financial aid transcript from each institution attended.

## Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. Grant aid from college funds is limited to the amount of the billed fees; federal or state grants and loans may pay a portion of other expenses. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence about admission should be addressed to the Ada Comstock Scholars Program Office. See p. 75.

## Financial Aid Awards

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

**Loans.** Most students borrow through the Stafford Loan Program (formerly the Guaranteed Student Loan Program). Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS) and may make use of one of the plans described under "Payment Plans and Loan Options." Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Stafford and PLUS loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount suggested in the award letter, plus enough to cover required fees. If an aided student's application for a Stafford Loan is rejected, she may borrow up to the suggested amount from the college's loan funds. Inquiries about student loans should be addressed to Shelley Cotnoir, the loan coordinator in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work seven hours a week, usually for dining services in their own houses, with an earnings ceiling of \$1,200. Students in other classes hold regular jobs of 10 hours a week and can earn up to \$1,600. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but returning students should expect to use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the financial aid and Career Development Offices. The college participates in the federally funded College Work-Study Program, which funds up to 70 percent of the earnings of eligible students, some of them in nonprofit, off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by close to 137 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The director of financial aid has available a number of named and restricted grants to assign, sometimes in consultation with the donor. No separate application is needed. Among the names and special purpose grants are the following:

**First Group Scholarships**, awarded to students with financial need of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three returning classes.

*The Dwight W. Morrow Scholarships.* Scholarships are awarded annually to seniors with need who are among the First Group Scholars.

**Music Scholarships.** Each year the college awards scholarships equal to \$500 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship in Music.* A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

**Army and Air Force Reserve Officers Training Corps (ROTC) Scholarships** These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts.

Army ROTC does not have its own program at Smith College; however, students can take the program while attending Smith College at the University of Massachusetts through the Five College interchange. The first-year and sophomore courses can be taken without any commitment to the Army, and a two-year program is available for any interested sophomore who decides to pursue the program during the spring of that year. Upon successful completion of the program (and receipt of a bachelor's degree), graduating students will receive commissions as second lieutenants in the U.S. Army. Four, three and two-year Army ROTC scholarships are available and awarded on a competitive basis. These scholarships will pay for tuition up to \$7,500 a year (adjusted annually) or 80 percent, whichever is higher, mandatory fees, a flat rate for books and an allowance of up to \$1,000 a year each school year the award is in effect. Army ROTC textbooks are provided at no cost. For additional information, contact the professor of military science, (413) 545-2321/2322, at the University of Massachusetts.

The Air Force offers scholarships to qualified students who are working toward a bachelor's degree in any field. Graduates will receive commissions as second lieutenants in the U.S. Air Force. Scholarships paying full tuition, lab fees, incidental fees and \$100 per month during the academic term are available to students in all academic majors. Books are provided. For more information, contact the professor of aerospace studies at (413) 545-2437/2451, or write to the department at the University of Massachusetts, Amherst, MA 01003.



**Scholarships for Northampton and Hatfield Residents.** At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a college student residence if space becomes available.

**Graduate Fellowships.** Fellowships awarded for graduate work, including those open to students from foreign countries, are described on p. 35.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 10:30 a.m. and 4 p.m. Eastern time.



## Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT and Achievement Tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need so that the cost of a college education will not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pp. 55-67.

## Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history



Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's first year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English composition. She should select the other two in fields where she has particular interests and strong preparation. The ACT can be substituted for the SAT and Achievement Tests. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT and Achievement Tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 74 for further information.)

### Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college

applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT and, if possible, three Achievement Tests before her senior year. If a student has not taken all three Achievement Tests, she still may apply for Early Decision with the understanding that she must fulfill the rest of the requirements before the end of her senior year. The ACT may be substituted for the SAT and three achievement tests. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

## **Regular Decision**

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paper work for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	January 15
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
	<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>		
Submit the \$300 deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Beginning with the class of 1994, Advanced Placement credit may be used to make up a shortage of credits incurred through failure or, with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health, or to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credits may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments



will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department. Advanced Placement credit may be used to count toward the 64 credits outside the major.

## **International Baccalaureate**

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## **Interview**

We require an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is required. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## **Deferred Entrance**

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the first-year class for one year if she makes this request in writing to the director of admission by June 1.

## **Transfer Admission**

A student may apply for transfer to Smith College in January or September after the completion of one or more semester at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15. A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.

We notify candidates by the middle of April for first-semester entrance and by the middle of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pp. 69-70 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend the junior or senior year abroad.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Regular Decision Plan.

## Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Entry is in September of each year. Applications must be completed by July 1 of the year of requested entry. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## Readmission

See Withdrawal and Readmission, p. 84.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith College combines the rigorous academic challenges of our undergraduate program with a more flexible structure for women beyond traditional college age. Admission and all other matters relating to the program are directed through the Ada Comstock Scholars Program Office.

Ada Comstock Scholars have vastly different backgrounds, yet each combines her wish to continue her education with motivation, stability and commitment in order to complete a Smith Degree.

The admission process includes the submission of official transcripts from all previously attended institutions and an interview with a member of the Ada Comstock Office staff, as well as comprehensive essays. The application process must be complete by February 10; entrance to the program is in September only.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

A description of the program can be found on p. 17. For more information about fees, expenses and financial aid for Ada Comstock Scholars, refer to p. 64. Inquiries, either in writing or by phone, may be addressed to the Ada Comstock Scholars Program Office.





# Academic Rules and Procedures

## Requirements for the Degree

The requirements for the bachelor of arts degree from Smith College are the completion to a specified standard of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in residence at Smith College in Northampton; one of these years must be either the junior or the senior year. (For accelerated programs, see p. 17).

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Semester Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program in any semester is 12 credits taken for regular letter grades.

The option to take fewer than the normal 16 credits in a semester is limited by the following restrictions:

A student studying on a Smith College Junior Year Abroad Program is required to carry at least 32 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Introductory-level performance courses in music must be taken above a regular 16-credit program and are counted as two-credit courses.

Summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. See Academic Credit, p. 80-81.

## Admission to Courses

**Permissions.** Some courses, as designated in the catalogue, require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

Permission by petition to the administrative board is required to enter or drop a year-long course at midyear. The petition must be signed by the instructor of the course and the chair of the department concerned before it is filed with the class dean.

**Seminars.** Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number the instructor will select the best-qualified candidates.

**Special Studies.** Special Studies are normally open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 23. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement.

**Internships.** An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Nonmatriculated Students.** A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. A fee



will be charged. Studio art courses are not open to nonmatriculated students. Records of audits are not maintained.

### Changes in Course Registration

*During the first 10 class days:* (up to September 21 in the first semester, and February 5 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (November 12 in the first semester, and April 2 in the second semester):
  - (1) after *consultation* with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty. The "W" will not be counted in the student's grade point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse *permission* to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

### Fine for Late Registration

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of the six weeks, she will be required to withdraw.

### Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period that occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office, the registrar's office and the college houses. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take

a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for a course at one of the other four institutions no later than September 21 in the first semester, and February 5 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pp. 341-349 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same applications forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0)	D+	(1.3)
A-	(3.7)	D	(1.0)
B+	(3.3)	D-	(0.7)
B	(3.0)	E	(0.0)
B-	(2.7)		
C+	(2.3)	S: satisfactory (C- or better)	
C	(2.0)	U: unsatisfactory	
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** Four credits of coursework may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (October 5 in the first semester, and February 19 in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she

takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than four credits (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Beginning with the class of 1994, Advanced Placement credit may be used to make up a shortage of credits incurred through failure or, with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health, or to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

## Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses taken after matriculation for the degree may be counted for the degree. With the approval of the administrative board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

## Shortage of Credits

A shortage of credits incurred in any semester or year may be made up by an equivalent amount of work carried above the normal 16-credit program, or with Advanced Placement credit according to the guidelines above, or with approved summer-school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.



### **Interterm Credit**

No course credit is given for work done during the interterm period at Smith or elsewhere.

### **Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

## **Academic Standing**

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### **Academic Probation**

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits. They may not enroll in courses through the Five College interchange, and may be asked to limit their extracurricular commitments. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

### **Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, or (2) her record indicates more than an eight-credit shortage for more than two consecutive semesters.

### **Absence from Classes**

A student who is absent from classes for more than six weeks in any semester may

not receive credit for the work of that semester and will be administratively withdrawn from the college.

## Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the administrative board, the honor board, the judicial board or the dean of the college. Any student who has not registered for courses by the end of the first six weeks of the semester will be required to withdraw. There will be no refund for tuition or room fees.

## The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## Leaves, Withdrawal and Readmission

### Leaves of Absence

A student who wishes to be away from the college for personal or academic reasons for a semester or academic year may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her room deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include

a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. For final evaluation of credit, an official transcript must be sent from the other institution to the registrar.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office).

### **Medical Leave**

If a student leaves the college on the advice of the health services for medical reasons, notification will be sent to her parents. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

### **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the counseling service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

### **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.



# Courses of Study, 1992-93

	Designation	Academic Division
Major and Minor in the Department of <b>Afro-American Studies</b>	AAS	I
Interdepartmental Major in <b>American Studies</b>	AMS	II
Interdepartmental Major in <b>Ancient Studies</b>	ANS	I/II
Majors and Minor in <b>Anthropology</b>	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in <b>Archaeology</b>	ARC	I/II
Major and Minors in the Department of <b>Art</b>	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of <b>Astronomy</b>	AST	III
Interdepartmental Major in <b>Biochemistry</b>	BCH	III
Major and Minor in the Department of <b>Biological Sciences</b>	BIO	III
Major and Minor in the Department of <b>Chemistry</b>	CHM	III
Majors and Minors in the Department of <b>Classical Languages and Literatures</b>	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in <b>Comparative Literature</b>	CLT	I
Major and Minors in the Department of <b>Computer Science</b>	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Simulation and Modeling	CSM	III
Major and Minor in the Five College Department of <b>Dance</b>	DAN	I
Minor in the Department of <b>East Asian Languages and Literatures*</b>	EAL	I
Interdepartmental Minor in <b>East Asian Studies</b>	EAS	I/II
Major and Minor in the Department of <b>Economics</b>	ECO	II
Major and Minor in the Department of <b>Education and Child Study</b>	EDC	II
Interdepartmental Minor in <b>Engineering</b>	EGR	III
Major and Minor in the Department of <b>English Language and Literature</b>	ENG	I
Interdepartmental Minor in <b>Ethics</b>	ETH	I/II/III
Minor in the Department of <b>Exercise and Sport Studies</b>	ESS	III
Interdepartmental Minor in <b>Film Studies</b>	FLS	I/II

**Key:** Division I The Humanities  
 Division II The Social Sciences and History  
 Division III The Natural Sciences

\*Currently includes Chinese (CHI) and Japanese (JPN)

Majors in the Department of <b>French Language and Literature</b>	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of <b>Geology</b>	GEO	III
Major and Minor in the Department of <b>German Language and Literature</b>	GER	I
Major and Minor in the Department of <b>Government</b>	GOV	II
Major and Minor in the Department of <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I/II/III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Major and Minor in the Department of <b>Italian Language and Literature</b>	ITL	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I/II
Interdepartmental Major and Minor in <b>Latin American Studies</b>	LAS	I/II
Interdepartmental Minor in <b>Logic</b>	LOG	I/III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Major and Minor in the Department of <b>Mathematics</b>	MTH	III
Interdepartmental Major and Minor in <b>Medieval Studies</b>	MED	I/II
Major and Minor in the Department of <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Major and Minor in the Department of <b>Philosophy</b>	PHI	I
Major and Minor in the Department of <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Major and Minor in the Department of <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II/III
Major and Minor in the Department of <b>Religion and Biblical Literature</b>	REL	I
Majors in the Department of <b>Russian Language and Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in <b>Sociology</b>	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of <b>Spanish and Portuguese*</b>	SPP	I
Majors: Spanish	SPN	I
Latin American Literature	SLL	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPN	I
Latin American Literature	SLL	I
Major and Minor in the Department of <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Major and Minor in <b>Women's Studies</b>	WST	I/II/III

\*Portuguese language courses are designated POR.

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Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in the History of Western Ideas	HWI	I/II
Interdepartmental Course in Peace and War Studies	PWS	I/II/III
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	



## Deciphering Course Listings

### Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies
	400a/b (variable credit, as assigned)
	404a (first semester, four credits)
	404b (second semester, four credits)
	408d (full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An "a" after the course number indicates that the course is offered in the fall, a "b" in the spring; a "c" indicates a summer course given abroad; and a "d" indicates a full-year course in which credit is granted after two

semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing  
ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology  
BIO 112b A continuation of 111a  
Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed "101a, 102b. Prerequisite for 102b is 101a."

Language courses are numbered to provide consistency among departments.

The introductory elementary course in each language is numbered 100.

The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.

Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).

Courses at the introductory or intermediate level that do not count toward the major are numbered 100-109 and 200-209.

Courses approved for listing in multiple departments and programs are identified

by the three-letter designation of the home department and described in that department's course listings.

### Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

### Instructors

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- absent for the first semester
- \*\* absent for the second semester
- § director of a Junior Year Abroad Program
- <sup>1</sup> appointed for the first semester
- <sup>2</sup> appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

### Meeting Times

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

### Other Symbols and Abbreviations

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.
- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 85.
- S/U: Satisfactory/unsatisfactory. See p. 84.
- [ ] Courses in brackets will not be offered during the current year.

# Afro-American Studies

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## Professor

Thomas Sieger Derr, Jr., M.Div., Ph.D.  
(Religion and Biblical Literature),  
*Acting Chair*

## Associate Professors

Cynthia Smith, Ph.D.  
†Louis E. Wilson, Ph.D.

## Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

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## Assistant Professor

Adrianne Andrews, Ph.D.

## Lecturers

<sup>1</sup>John H. Bracey, Ph.D.  
<sup>2</sup>E. Shelton Burden, J.D.  
<sup>2</sup>Samba Gadjigo, Ph.D.

Students majoring or minoring in Afro-American studies must take 111a or b.

### 111a Introduction to Black Studies

An introduction to the multidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts, and the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States.

4 credits

*Adrianne Andrews*

M W F 11 a.m.–12:10 p.m.

### 111b Introduction to Black Studies

A repetition of 111a.

4 credits

*Adrianne Andrews*

M W F 11 a.m.–12:10 p.m.

### [113a Survey of Afro-American Literature: 1760 to Present]

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an

understanding of the aesthetic criteria of Afro-American literature. To be offered in 1993–94.

4 credits

*Cynthia Smith*

### 117a History of Afro-American People

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B. DuBois, Booker T. Washington, and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King, Jr., Malcolm X, and Shirley Chisholm.

4 credits

*John Bracey*

M W 9–10:50 a.m.

### 201b The Literature of French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social, and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel,



poetry, and drama from the early part of the 1900s to the present. Offered in alternate years.

4 credits

*Samba Gadjigo*

W 7:30-9:30 p.m.

### **212a Culture and Class in the Afro-American Family**

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective.

Extensive consideration given to the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy.

4 credits

*Adrianne Andrews*

M W F 10-10:50 a.m.

### **SOC 213b Ethnic Minorities in America**

#### **[THE 214a Black Theatre]**

### **217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. Recommended: 111a or b, 113a, or 117b.

4 credits

*To be announced*

*To be arranged*

### **[218b History of Southern Africa (1600 to about 1980)]**

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola, and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural, and economic inter-relationships between various ethnic groups, cultures, and political forces which have evolved in Southern Africa since about 1600. To be offered in 1993-94.

4 credits

*Louis Wilson*

### **SOC 218a Urban Sociology**

#### **[220b Women of the African Diaspora]**

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of North America, Latin/South America, and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health, and class will be considered. Recommended background: an introductory course in anthropology, sociology, or women's studies. To be offered in 1993-94.

4 credits

*Adrianne Andrews*

### **GOV 225a Government and Politics of Sub-Saharan Africa**

#### **[ANT 231a Africa: A Continent in Crisis]**

### **237b Major Black Writers**

This is a course in which we read five works by black male writers and five works by black female writers. We will ask—among other questions—what role gender plays in shaping themes, structures and other literary devices within the selected works. We will read such classic works as *Native Son*, *Invisible Man*, and *Go Tell It On the Mountain* along with such newer works as *Beloved*, *The Color Purple*, *Wild Seed*, and *Corregidora*.

4 credits

*Cynthia Smith*

T Th 9-10:20 a.m.

### **PHI 240b Philosophy and Women**

### **243b Afro-American Autobiography**

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Julius Lester's *Lovesong* and Patricia Williams' *The Alchemy of Race and Rights*.

4 credits

*Cynthia Smith*

T Th 1-2:50 p.m.

**[PPL 250a Race and Public Policy in the United States]****[270b The History of Afro-Americans in the South From the Civil War to the 1950s]**

Topics include the Civil War, Reconstruction, the Populist revolt, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of Black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington, W.E.B. DuBois and others will also be discussed. To be offered in 1993-94.

4 credits

*Louis Wilson*

**[278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970]**

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 30. Not open to first-year students. Recommended: 117. To be offered in 1993-94.

4 credits

*Louis Wilson*

**[310a Seminar: The Harlem Renaissance: 1912-1940]**

An interdisciplinary study of the Harlem Renaissance period. Literary texts from this period mirror a variety of cultural, social, and political concerns. Topics to be explored include Africa consciousness, class and color consciousness, the social role of art, and the politics of protest. Prerequisite: 113 or permission of the instructor. To be offered in 1993-94.

4 credits

*Cynthia Smith*

**GOV 320b Seminar in Comparative Government****321a Seminar: Afro-American Folk Culture**

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its

relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artistic image as related to cultural and political forces within the popular culture. Prerequisites: 111a or b.

4 credits

*Adrianne Andrews*

T 3-4:50 p.m.

**326b Seminar: The Sociocultural Development of the Afro-American Woman**

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature.

4 credits

*Adrianne Andrews*

T 3-4:50 p.m.

**PHI 326a African Philosophy****[335b Seminar: Free Blacks in the U.S. Before 1865]**

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: 117a. To be offered in 1993-94.

4 credits

*Louis Wilson*

**348a Black Women Writers**

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde.

4 credits

*Cynthia Smith*

M W F 10-10:50 a.m.

### **369b Seminar: Blacks and American Law**

Selected topics in Black legal history. Historical continuity for the changing relationship between American jurisprudence and Black Americans between 1640 and 1986. Statutory and case law that determined the role of Blacks in American society and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: GOV 100d, or a course in American history.

4 credits

*E. Shelton Burden*

M 7:30-9:30 p.m.

### **404a Special Studies**

Required for senior majors.

4 credits

### **404b Special Studies**

4 credits

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232a, 340b; ECO 230b; [GOV 310b]; HST 113a, 114b, 266b, 267a, [272b], 273b, 275a, 276b; SOC 203b.

## **The Major**

**Advisers:** Adrienne Andrews, Cynthia Smith.

**Adviser for Study Abroad:** Adrienne Andrews.

Basis: 111a or b.

Requirements: 10 semester courses, in addition to the introductory course, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: five courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Either an independent, interdisciplinary study of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local

communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., West or East Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

## **The Minor**

**Advisers:** Adrienne Andrews, Cynthia Smith.

Basis: 111a or b, and [113a] or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

## **Honors**

**Director:** Adrienne Andrews.

### **430d Thesis**

8 credits

### **431a Thesis**

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.



# American Studies

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Daniel Horowitz, Ph.D., Professor of American Studies and of History, *Director*

†Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies

<sup>2</sup>Mitziko Sawada, Ph.D., Lecturer

Marjorie Richardson, M.A., Lecturer

Marc Pachter, Ph.D., Lecturer

<sup>1</sup>Donald Weber, Ph.D., Lecturer

<sup>1</sup>Sherry Marker, M.A., Lecturer

<sup>2</sup>Robert Nylen, M.B.A., Lecturer

<sup>2</sup>Stephen Sossaman, M.A., Lecturer

<sup>2</sup>Kenneth Hafertepe, Ph.D., Assistant Professor

<sup>2</sup>S. Richard Todd, B.A., Visiting Writer

## American Studies Committee

Robert Averitt, Professor of Economics

Daniel Horowitz, Professor of American Studies and of History

†Helen Lefkowitz Horowitz, Professor of History and of American Studies

Donald Leonard Robinson, Professor of Government

Peter Isaac Rose, Professor of Sociology and Director, Diploma Program in American Studies

Neal E. Salisbury, Professor of History

†Helen E. Searing, Professor of Art

Susan R. Van Dyne, Professor of English Language and Literature and of Women's Studies

Richard Fantasia, Associate Professor of Sociology

Richard Millington, Associate Professor of English Language and Literature

Thomas A. Riddell, Associate Professor of Economics

†Louis Wilson, Associate Professor of Afro-American Studies

John Davis, Assistant Professor of Art

Marjorie Richardson, Lecturer in American Studies

Prospective majors should take HST 113a and 114b plus courses in both American and non-American subjects in the humanities and social sciences.

## 201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of two critical periods of cultural transformation: the American Renaissance of the 1840s and 1850s, and the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to

Europe, the question of race, the roles of women, family structure, social class, and urban experience. Normally taken in the sophomore year. Prerequisite: HST 113a or the equivalent, or permission of the instructors. Not limited to American studies majors. 4 credits

*Daniel Horowitz, Richard Millington*  
T Th 1-2:30 p.m.

## 202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: HST 113a and 114b or the equivalents, AMS 201, or permission of the instructor. Enrollment

limited to American studies majors.

4 credits

*Daniel Horowitz*

T Th 1-2:20 p.m.

### 220a Colloquium

Topic for 1992-93: To be announced. Admission by permission of the instructor.

4 credits

*To be announced*

To be arranged

### 220b Colloquium

Topic for 1992-93: The American Experience of War. Examines some of America's most dramatic and horrible episodes in order to get an understanding of military conflict and its macabre appeal. The course will consider the role of individual combatants rather than diplomats or generals in wars from the time of the Civil War to the War in the Gulf. It will explore who our soldiers are, why they fight, and what they learn from their travails. Journalistic and first-person narrative will be the course's primary resources. Admission by permission of the instructor.

4 credits

*Robert Nylan*

M W 2:40-4 p.m.

### [230b Colloquium: The Asian American Experience]

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socio-economic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the "model minority"? Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. To be offered in 1993-94.

4 credits

*Mitziko Sawada*

### 302b Seminar: The Material Culture of New England, 1630-1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. Enrollment limited.

4 credits

*Kenneth Hafertepe*

M 2-4 p.m.

### 340b Symposium in American Studies

Limited to senior majors. Contact American studies office for details.

4 credits

#### A. Topic in Political Economy

The purpose of this symposium is to utilize the approach of American Studies to explore the 1920s and 1930s in the United States (primarily). From a number of different perspectives and disciplines we will examine what happened, views about why it happened, and what its consequences were. Throughout the course we will also ponder the relevance of the Great Depression to our own lives.

*Thomas Riddell*

T 3-4:50 p.m.; Th 3-4:50 p.m. at the option of the instructor

#### B. Topic in Cultural Studies

This symposium will focus on the year 1968 in the United States, examining such phenomena and events as the counterculture and youth movement, race relations, the Vietnam war, feminism, and the arts.

*Stephen Sossaman*

T 3-4:50 p.m.; Th 3-4:50 p.m. at the option of the instructor

### 350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the Director of the Program. Enrollment limited. Admission by permission of the instructor.

4 credits

*Sherry Marker*

T 3-4:50 p.m.

### **350b Seminar: Writing About American Society**

A repetition of 350a.

4 credits

*S. Richard Todd*

Th 3-4:50 p.m.

### **404a Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **404b Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **408d Special Studies**

Admission by permission of the instructor and the director.

8 credits

## **Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion, and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

### **410a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only.

*Donald Robinson, Director*

4 credits

### **411a Seminar: Telling Lives: 20th-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.

4 credits

*Marc Pachter*

### **412a Research Project at the Smithsonian Institution**

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.

*Donald Robinson, Director*

8 credits

## **Requirements for the American Studies Major**

**Advisers:** Robert Averitt, Daniel Horowitz, Helen Lefkowitz Horowitz, Richard Fantasia, Richard Millington, Thomas Riddell, Donald Robinson, Peter Rose, Helen Searing, Susan Van Dyne, Louis Wilson.



Because of the wide-ranging interests and methods included within American studies, careful consultation between a student and her adviser is crucial to the planning of the major. Each student and her adviser will work out, at the time of declaring her major, a plan for fulfilling its requirements. These plans may be revised with the approval of the adviser.

In order to focus their studies of American society and culture, majors will choose between two concentrations, *Political Economy* and *Cultural Studies*. Students concentrating in *Political Economy* will examine issues of power and equality, public institutions, social and economic history and structure, political and social movements, and large-scale processes of change such as urbanization, industrialization, and immigration. The *Cultural Studies* concentration will explore America through its characteristic forms of expression—literature, art, religion, philosophy, popular culture, mass media—and the relationship between these forms and social, political, and economic structures. The past as well as the present is encompassed in both concentrations, as are questions of race, ethnicity, class, and gender.

Requirements: 12 semester courses, as follows:

1. HST 113a and 114b, or the equivalents;
2. 201b and 202a;
3. Seven courses in the American field, at the intermediate level or above. Five of these courses must be within the student's concentration, two outside of it. At least one of the seven courses must be a seminar;
4. 340b.

In addition, students are strongly urged to take one or more courses outside the major that will enable them to make explicit comparisons between the United States and another society or culture.

## Honors

**Director:** Daniel Horowitz.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the seven courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570b, Diploma Thesis (see note below).

### 555a Seminar: American Society and Culture

Topic for 1992-93: Social, Political, and Cultural Issues to 1880. For Diploma students only.

4 credits

*Donald Weber*

M 7:30-9:30 p.m.

### 556b Seminar: American Society and Culture

Topic for 1992-93: Social and Political Issues since 1880. For Diploma students only.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.

### 570b Diploma Thesis

4 credits

*Peter Rose and others*

# Ancient Studies

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**Adviser:** Scott Bradbury, Assistant Professor of Classical Languages and Literatures

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Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either HST 202a or [204a]. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level and above) or LAT (200-level and above); two from ancient history (200-level and above); and three from such courses as ARC 211a, ART [209a], 211b, 212a, [214a], [215b], 310b, CLS 227a, 230a, 232b, GOV 260a, PHI 124a, REL 210a, 220b, [285a], [287a], [312b], [382b].

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

## Honors

**Director:** Scott Bradbury.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

# Anthropology

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## Professor

Elizabeth Erickson Hopkins, Ph.D., *Chair*

## Associate Professors

\*Frédérique Appfel Marglin, Ph.D.

"Donald Joralemon, Ph.D.

## Assistant Professor

"Arturo Escobar, Ph.D.

## Lecturer

<sup>2</sup>Michael Paolisso, Ph.D.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have permission of the instructor for courses above the introductory level.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, India, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. 4 credits

*Arturo Escobar*, M W 11 a.m.-12:10 p.m.; M W 2:40-4 p.m.

*Donald Joralemon*, T Th 1-2:50 p.m.

### 130b Introduction to Cultural Anthropology

A repetition of 130a.

4 credits

*Frédérique Marglin*, T Th 10:30-11:50 a.m.

*Michael Paolisso*, T Th 1-2:30 p.m.

### 131b Human Evolution

The physiological, social, and ecological premises of human behavior. Primate social and communication systems. The biology of human language. The cultural and physical history of our species and the implications of

our biological, social, and technological capacities for survival in the 21st century. 4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

### ARC 211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from American studies, anthropology, art history, classics, geology, history, religion, and Near Eastern studies. Students will consider archaeological method and its application to various disciplines. Central to discussion will be the uses of archaeology in reconstructing aspects of prehistorical, historical, and more recent human life and culture. 4 credits

*William A. Griswold*

M W 1:10-2:30 p.m.

### [231a Africa: A Continent in Crisis]

Traditional sub-saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing roles of women, urbanization, ethnicity, and national identity. To be offered in 1993-94.

4 credits

### 232a Politics in Non-Western Societies: African Perspectives

The nature of political behavior and the political process. The biology of domination.



Survey of traditional political systems from the hunting band to the African state and the Inca Empire. The continuing vitality of traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects, and Muslim fundamentalism as instruments of political action. Forging a national identity: ideology and reality. Special emphasis will be placed on sub-Saharan Africa and on the native Americas.

4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

### **235b Ritual and Myth**

The first part of this course will examine orality and literacy in the context of the study of myth as well as the mythic character of scientific discourses. The second part of the course will examine the effect of a rationality dominated knowledge system on the understanding of ritual. Several case studies of rituals in both Western and non-Western societies will be studied as embodied forms of knowledge and efficacy. Prerequisite: two anthropology courses or permission of the instructor.

4 credits

*Frédérique Marglin*

T Th 1-2:30 p.m.

### **236b Economic Anthropology**

An introduction to the many uses of economic principles, theories and methods by anthropologists. Discussion of history and evolution of an economic perspective in anthropology. Presentation of contemporary theoretical and applied issues that benefit from closer collaborations between anthropologists and economists. Case materials used to show the intersection of anthropology and economics in a wide range of cultural and social settings.

4 credits

*Michael Paolisso*

M W 2:40-4 p.m.

### **237a Native South Americans: Conquest and Development**

The differential impact of European conquest on tropical forest, Andean, and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination.

4 credits

*Donald Joralemon*

T Th 9-10:20 a.m.

### **[241b Development Anthropology]**

An introduction to mainstream and critical views of Third World development and their implications for anthropology. "Development anthropology" is seen as both a mode of knowledge and a technique of action in the context of changing socioeconomic, political, and cultural configurations. Special attention is given to an anthropological practice that is sensitive to current attempts at transforming dominant approaches to development, especially through grassroots efforts. To be offered in 1993-94.

4 credits

### **[242b Psychological Anthropology]**

The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought. To be offered in 1993-94.

4 credits

### **243b The Pursuit of Ecology: Gender, Knowledge, Culture**

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge, and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will begin by taking stock of the situation ecologically and will end with a suggestion of what an ecological way of life might look like. Prerequisite: 130 or permission of the instructor.

4 credits

*Frédérique Marglin*

M W 1:10-2:30 p.m.

### **[244b Gender, Culture and Nature]**

This course has two parts: 1) A critical treatment of essentialism focusing on the follow-

ing four categories: "nature," "woman," "body," and "self." 2) A reconstructive part in which these categories are given new meanings in the context of ecofeminist discourse and practice.  
4 credits

### 245b Women in Development

An overview of the role of anthropology in efforts to integrate a consideration of gender in development assistance in the Third World. Focus on women's productive and reproductive responsibilities in such areas as agriculture, informal sector microenterprises, formal sector employment and environment. Relevance of anthropology will be discussed in terms of qualitative and quantitative research and its importance to the formulation of development policy. Prerequisite: 130 or permission of the instructor. Enrollment limited to 30. (E)  
4 credits

*Michael Paolisso*

T Th 10:30-11:50 a.m.

### [247b Anthropology of Art]

The relationship between art, ritual and cosmology and the underlying power of visual images. The symbolism of space and the human body. Problems of indigenous and Western art criticism. Examples from Africa, Oceania, Europe, and America. (E).  
4 credits

### 248a Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30.  
4 credits

*Donald Joralemon*

W 7:30-10 p.m.

## SOC 250a Theories of Society

### 330a History of Anthropological Theory

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and

experimental ethnography (feminist, indigenous, and self-reflective ethnography). Prerequisite: 130 or permission of the instructor.  
4 credits

*Arturo Escobar*

Th 2-4:50 p.m.

### 340b Seminar: The Politics of Development: Identity, Autonomy, and Resistance in the Third World

The impact of European political and economic expansion since the 16th century. Factors in the transformation or tenacity of traditional institutions and values with particular reference to the pressures of modernization, the changing roles of women, Christianity and sectarian protest, and strategies of resistance and evasion in the national arena. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

T 3-4:50 p.m.

### 341a Seminar: Ritual, Ideology, and Power

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity, and radical Islam as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

T 3-4:50 p.m.

### [342b Seminar: Topics in Anthropology]

Permission of the instructor is required.  
4 credits

### [343a Seminar: Knowledge and Power: The Ethnography of Rationality]

Since the 1960s anthropology has entered a period of crisis sparked by the post-war critique of colonialism and the process of decolonization. Moreover, the right of Western anthropologists to represent other societies has come under critical scrutiny. This course will focus on two related issues: the political implications of doing fieldwork and writing ethnographies, and the politics and limits of representation.  
4 credits

### [344b Seminar: Topics in Medical Anthropology]

4 credits

## General Courses

### 404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major in Anthropology

**Advisers:** Arturo Escobar, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin.

**Adviser for Study Abroad:** Elizabeth Hopkins.

Requirements: 130 or 131 (basis), 330, one anthropology seminar, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see pages 104-105).

## The Major in Sociology and Anthropology

**Advisers:** Arturo Escobar, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Patricia Miller, Arthur Parsons, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Anthropology

**Advisers:** Arturo Escobar, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar.

## Honors

**Director:** Donald Joralemon (first semester), Elizabeth Hopkins (second semester).

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits



## Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

## Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the Archaeology Minor (see pages 104-105) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are also available at the University of Massachusetts. Among those which will be offered in 1992-93 are:

ANTH 325	Analysis of Material Culture
ANTH 337	Archaeology of Meso America
ANTH 367	Archaeology Survey: Fort River Basin
ANTH 369	North American Archaeology
ANTH 397	Material Culture and Museology
ANTH 577	Summer Field School in Archaeology

# Archaeology

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## Advisory Committee

William A. Griswold, Lecturer in Archaeology

N.C. Christopher Couch, Assistant Professor of Art

H. Allen Curran, Professor of Geology

Bruce Dahlberg, Professor of Religion and Biblical Literature, *Director*

Karl Donfried, Professor of Religion and Biblical Literature

Justina W. Gregory, Professor of Classical Languages and Literatures

Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Associate Professor of Art

Barbara Kellum, Assistant Professor of Art

Richard Lim, Assistant Professor of History

Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

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The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

## 211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from American studies, anthropology, art history, classics, geology, history, religion, and Near Eastern studies. Students will consider archaeological method and its application to various disciplines. Central to discussion will be the uses of archaeology in reconstructing aspects of prehistorical, historical, and more recent human life and culture.

4 credits

William A. Griswold

M W 1:10-2:30 p.m.

## 404a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors.

1 credits

## 404b Special Studies

4 credits

## 424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs.

4 credits

## The Minor

Requirements:

1. ARC 211.
2. Fieldwork is normally required, whether for academic credit or without academic credit, and it can be done in a variety of ways and places. Credit for academically approved fieldwork may count as one of the six courses required for the minor. A list of approved field programs is available from the Advisory Committee.

3. Four additional courses (if the fieldwork carries academic credit) or five (if the fieldwork does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from among suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the adviser.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor.

**Advisers:** Any member of the Archaeology Advisory Committee (above) who is from the department of the student's major.



# Art

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## Professors

Elliot Offner, M.F.A.  
 †Helen Searing, Ph.D.  
 Marilyn Martin Rhie, Ph.D. (Art and East Asian Studies)  
 Chester J. Michalik, M.F.A.  
 †Jaroslaw Volodymyr Leshko, Ph.D.

## Associate Professors

†Gary L. Niswonger, M.F.A.  
 Susan Heideman, M.F.A., *Chair*  
 Caroline Houser, Ph.D.  
 Dwight Pogue, M.F.A.  
 Craig Felton, Ph.D.  
 A. Lee Burns, M.F.A.

## Harnish Visiting Artist

Charles A. Meyer, B.A.

## Assistant Professors

Barbara A. Kellum, Ph.D.  
 N.C. Christopher Couch, Ph.D.  
 Brigitte Buettner, Ph.D.  
 Martha Armstrong, M.A.  
 John Davis, Ph.D.

## Instructor

John Moore, M.A.

## Lecturers

Ruth Mortimer, M.S.  
 Richard Joslin, M.Arch.  
 Carl Caivano, M.F.A.  
 John Gibson, M.F.A.  
 Katherine Schneider, M.F.A.

## Mendenhall Fellow

Juanita Holland, M.A.

Many courses are offered in alternate years; students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion, and history taken in the first two years valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in land-

scape architecture. Each of the historical courses may require one or more trips to Boston, New York, or other places in the vicinity for the study of original works of art.

Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

## A. THE HISTORY OF ART

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

## Introductory Course

There are no prerequisites for ARH 100d; it is open to everyone.

### Survey

#### **ARH 100d Introduction to the History of Art (L)**

Historical and analytical study of representative major works of art from antiquity to the present. Credit is given only upon completion of both semesters. Art majors must take this course for a letter grade.

8 credits

*Directors: Caroline Houser (first semester); Barbara Kellum (second semester)*

M W F 11 a.m.-12:10 p.m. and one 50 minute discussion section.

#### **Lectures and Colloquia**

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

## Asian, African, and Meso-American

#### **[ARH 203b African Art (L)]**

The archaeology, architecture, and arts of Sub-Saharan Africa, from c. A.D. 500 to the present. The course will include museum trips. Recommended background: 100d. (E) 4 credits

#### **ARH 204b Pre-Columbian Art and Architecture (L)**

A survey of the arts and architecture of Native Americans, concentrating on Mesoamerica, Andean South America, and Central America prior to the European conquest, from the second millennium B.C. to the sixteenth century A.D. The course will include museum trips. Prerequisite: 100d or permission of the instructor. (E) 4 credits

*N.C. Christopher Couch*

T Th 9-10:20 a.m.

#### **[ARH 207a The Art of China (L)]**

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208. 4 credits

#### **[ARH 208b The Art of Japan (L)]**

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207. 4 credits

#### **ARH 213a The Art of India (L)**

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period, and the Mughal-Rajput period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. 4 credits

*Marilyn Rhie*

W F 1:10-2:30 p.m.

## Ancient

#### **[ARH 209a Etruscan Art (L)]**

An examination of the forms of painting, sculpture, and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The "irregularities" of Etruscan art, its relation to Greek art, and the questions it poses to our conception of the canon of Western art are explored. To be offered in 1993-94. 4 credits

#### **ARH 210a The Art of Ancient Egypt and the Aegean Bronze Age (L)**

The architecture, sculpture, painting, and minor arts of Egypt and of Cyclades, Crete, and the Greek mainland between 3000 and 1000 B.C. The course will consider the rediscovery of the art of these civilizations on modern times and the modern interpretations of the art. The course will include museum trips. 4 credits

*Caroline Houser*

T Th 9-10:20 a.m.

**ARH 211b The Art of Greece (L)**

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years.

4 credits

*Caroline Houser*

T Th 10:30-11:50 a.m.

**ARH 212a The Art of Rome (L)**

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that produced them.

4 credits

*Barbara Kellum*

T Th 1-2:20 p.m.

**[ARH 214a Greek Sculpture (C)]**

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums. To be offered in 1993-94.

4 credits

**[ARH 215b Ancient Cities and Sanctuaries (L)]**

A study of selected Egyptian, Greek, and Roman sites as revealed by archaeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. To be offered in 1993-94.

4 credits

## Medieval

**ARH 221a Early Medieval Art (L)**

Architectural, sculpted, and pictorial arts from the Migration, Hiberno-Saxon, Carolingian, and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; "paganism" and Christianity; royal, monastic, and female patronage. Offered in alternate years.

4 credits

*Brigitte Buettner*

T Th 10:30-11:50 a.m.

**ARH 222b Romanesque Art (L)**

Architectural, sculpted, and pictorial arts from the eleventh-twelfth centuries in France, Spain, Germany, Italy, and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social, and gender identities. Offered in alternate years.

4 credits

*Brigitte Buettner*

M W 11 a.m.-12:10 p.m.; F at the option of the instructor

**[ARH 224b Gothic Art (L)]**

Religious and secular architectural, sculpted, and pictorial arts from the twelfth through the early fifteenth century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy, and changes in devotional attitudes. Offered in alternate years. To be offered in 1993-94.

4 credits

## Renaissance, Baroque, and Rococo

**ARH 233a Early Italian Renaissance Art (L)**

Painting, sculpture, and architecture from 1225 to 1475. Recommended background: 100d. Offered in alternate years.

4 credits

*Craig Felton*

M W F 9-9:50 a.m.

**[ARH 234a Renaissance Architecture (L)]**

European architectural theory and practice, 1250-1560. Contextual analysis of innovations in Italy; character and purpose of their subsequent transmission throughout Europe and in the Spanish colonies of the Americas. Recommended background: 100d. Offered in alternate years. To be offered in 1993-94.

4 credits

**ARH 235b Italian Sixteenth-Century Art (L)**

Painting, sculpture, and architecture of the High Renaissance to the last years of the Counter-Reformation. Recommended back-



ground: 100d. Offered in alternate years.  
4 credits

*Craig Felton*

M W F 9-9:50 a.m.

#### **[ARH 241a Baroque Art (L)]**

Major works of painting and sculpture of the seventeenth century, especially in Italy, France, and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years. To be offered in 1993-94.  
4 credits

#### **[ARH 242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries (L)]**

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting.  
4 credits

#### **[ARH 243b Art of the Spanish Habsburgs (L)]**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-sixteenth century to Charles II, the last of the line, at the end of the seventeenth century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. To be offered in 1993-94.  
4 credits

#### **ARH 244a Baroque Architecture (L)**

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, 1563-1793. Some colonial developments also considered. Focus throughout on the fundamental interdependence of architecture and society. Recommended background: 100d. Offered in alternate years.  
4 credits

*John Moore*

M W F 11 a.m.-12:10 p.m.

#### **ARH 245a Arts of the Contact Period**

The arts of Spanish Colonial America, including the United States, Mexico and Central and South America, from the fifteenth to the nineteenth centuries, with a particular focus on the encounter of Native American and European cultures. Recommended background: ARH 100d. (E)  
4 credits

*N.C. Christopher Couch*  
M W F 10-10:50 a.m.

#### **[ARH 246a Art of the Eighteenth Century in Europe (L)]**

Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. To be offered in 1994-95.  
4 credits

## **Modern**

#### **[ARH 251a Nineteenth-Century Art (L)]**

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100d. To be offered in 1993-94.  
4 credits

#### **[ARH 252a History of Photography (L)]**

A survey of photography, photographers and the literature of photography. To be offered in 1993-94.  
4 credits

#### **ARH 253a The Arts in America from the Colonial period to 1900 (L)**

The art of Colonial America and the early republic, from the seventeenth century to 1900, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100d. Offered in alternate years.  
4 credits

*John Davis*

M W F 2:40-4 p.m.

#### **ARH 254b The Arts in America from 1900 to the Present (L)**

American art and architecture from 1900 through the present. Offered in alternate years.  
4 credits

*John Davis*

M W 2:40-4 p.m.; F 2:40-4 p.m. at the option of the instructor.

#### **[ARH 255a Nineteenth-Century European Capitals (L)]**

"Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin, and Vienna. Subject matter will include the ideological, cultural, and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups, and the

contributions of artists and authors to the image and fabric of selected cities. Offered in alternate years. To be offered in 1993-94.  
4 credits

**ARH 256b Twentieth-Century Art (L)**

Twentieth-century movements in Europe and America. Recommended background: 100d or 251a.

4 credits

*Jaroslav Leshko*

T Th 1-2:50 p.m.

**[ARH 257b American Architecture and Urbanism (L)]**

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100d. To be offered in 1994-95.

4 credits

**[ARH 258b Architecture of the Twentieth Century (L)]**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d, 202, 255, 257, or 280. Offered in alternate years. To be offered in 1993-94.

4 credits

**[ARH 259a American Art Since 1965 (L)]**

A survey of American art since 1965 in all forms: painting, sculpture, photography, new media, conceptual, and performance art. Pluralism, of media and of artists themselves, is a central theme of the course. The course includes study of regional art, the changing roles of women artists, art by American "others" (African-American, Hispanic, Native American, etc.), the changing art market of the seventies and eighties, and of art critical writing. Prerequisite: 100d. Offered in alternate years.

4 credits

**ARH 292b Film and Art History (C)**

Prerequisites: 100d and a 200-level course in twentieth century art. Enrollment limited to 20. Screening fee.

4 credits

*Barbara Kellum*

T Th 1-2:50 p.m.; screening M 7:30-9:30 p.m.

## Courses with Topics that Change Annually and Methodological and Comparative Courses

**ARH 202b The History of City Planning and Landscape Design (L)**

Urban and landscape design as fundamental shapers of cultures. Topics include the relationship of cosmological, utopian, and political ideals to functional and practical requirements; social and ideological significance of design; differences between country and city life. Recommended background: 100d.

4 credits

*John Moore*

M W F 2:40-4 p.m.

**[ARH 205b Great Cities (L)]**

Prerequisite: 100d. To be offered in 1993-94.

4 credits

**[ARH 260b The History of Graphic Arts (C)]**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. Enrollment limited to 25.

4 credits

**ARH 261a The Composition of Books (C)**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor. Enrollment limited to 12.

4 credits

*Ruth Mortimer*

T 3-4:50 p.m.

**ARH 290a Architectural Studies (C)**

Topic for 1992-93: The Villa. Admission by permission of the instructor.

4 credits

*John Moore*

M 1:10-3 p.m.

**[ARH 290b Architectural Studies (C)]**

Admission by permission of the instructor.

4 credits

**ARH 291a Art Historical Methods (C)**

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one

200-level art history course, or permission of the instructor.

4 credits

*Barbara Kellum*

Th 3-4:50 p.m.

**[ARH 293a Art and Society (C)]**

Prerequisite: 100d or permission of the instructor.

4 credits

**[ARH 293b Art and Society (C)]**

Prerequisite: 100d or permission of the instructor.

4 credits

## Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, student may receive credit for them toward the Art History major and minor.

**AMS 302b The Material Culture of New England 1630-1860**

**EAS 270a Colloquium in East Asian Studies: The Art of Korea (C)**

**[EAS 279b The Art and Culture of Tibet (C)]**

**HST 218b Thought and Art in China (C)**

**[REL 274b Japanese Buddhism and Buddhist Art (L)]**

## Seminars and Special Studies

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

**ARH 304b Arts of Africa, Oceania, and the Americas**

Topic for 1992-93: Art and Archaeology of West Africa.

4 credits

*N.C. Christopher Couch*

T 3-4:50 p.m.

**ARH 310b Greek Art**

Topic for 1992-93 to be announced.

4 credits

*Caroline Houser*

W 1:10-3 p.m.

**ARH 321b Studies in Medieval Art**

Topic for 1992-93: Production and Consumption of Illuminated Manuscripts (5th-15th Centuries).

4 credits

*Brigitte Buettner*

Th 3-4:50 p.m.

**[ARH 331b Northern European Art]**

4 credits

**[ARH 333a Italian Renaissance Art]**

4 credits

**ARH 342a Seventeenth-Century Art**

Topic for 1992-93 to be announced.

4 credits

*Craig Felton*

T 1-2:50 p.m.

**[ARH 348b English Art, Architecture, and Design in the Nineteenth Century]**

Emphasis on the relationships among literature, social theory, and the arts.

4 credits

**[ARH 351b Nineteenth-Century European Art]**

4 credits

**[ARH 352b Colloquium: Art and Society]**

Prerequisite: 100d or permission of the instructor.

4 credits

**[ARH 354b American Art]**

To be offered in 1993-94.

4 credits

**ARH 356b Twentieth-Century Art**

4 credits

*Jaroslav Leshko*

W 1:10-3 p.m.

**[ARH 359a Modern Architecture]**

4 credits

**ARH 375b Asian Art**

Topic for 1992-93: Indian Painting.

4 credits

*Marylin Rhie*

Th 1-2:50 p.m.



**ARH 400a Special Studies**

1 to 4 credits

**ARH 400b Special Studies**

1 to 4 credits

**ARH 408d Special Studies**

8 credits

## Graduate Courses

For information about graduate work in art, application should be made to the chair of the department.

**Adviser:** Barbara Kellum.

**ARH 580a Advanced Studies**

4 or 8 credits

**ARH 580b Advanced Studies**

4 or 8 credits

**ARH 580d Advanced Studies**

8 credits

**ARH 590d Research and Thesis**

8 credits

## B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

## Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is

limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200 and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

**ARS 161a Design Workshop I**

An introduction to visual experience through a study of the basic principles of design.

4 credits

*A. Lee Burns, Director first semester*

M W 1:10-4 p.m., *A. Lee Burns*; W F 8-10:50 a.m., *Chester Michalik*; T Th 9-11:50 a.m., *To be announced*

**ARS 161b Design Workshop I**

A repetition of 161a.

4 credits

*To be announced, Director second semester*

M W 1:10-4 p.m., *To be announced*; T Th 9-11:50 a.m., *To be announced*

**[ARS 162a Design with Computers]**

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 20.

4 credits

**[ARS 162b Design with Computers]**

A repetition of 162a.

4 credits

**ARS 163a Drawing I**

An introduction to visual experience through a study of the basic elements of drawing.

4 credits

*To be announced, Director*

M W 8-10:50 a.m., *To be announced*; M W 1:10-4 p.m., *Dwight Pogue*; T Th 9-11:50 a.m., *To be announced*; T Th 1:10-4 p.m., *To be announced*

**ARS 163b Drawing I**

A repetition of 163a.

4 credits

M W 8-10:50 a.m., *To be announced*; M W 1:10-4 p.m., *To be announced*; T Th 8-10:50 a.m., *Gary Niswonger*; T Th 1:10-4 p.m., *Martha Armstrong*

**ARS 171a Introduction to the Materials of Art**

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20.  
4 credits

*Elliot Offner*

T Th 8-10:50 a.m.

**Intermediate Courses**

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200 level and above courses.

**ARS 262b Design Workshop II**

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*A. Lee Burns*

M W 1:10-4 p.m.

**ARS 264a Drawing II**

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Martha Armstrong*

T Th 8-10:50 a.m.

**[ARS 264b Drawing II]**

A repetition of 264a. Enrollment limited to 15.

4 credits

**[ARS 265b Color]**

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years.

4 credits

**ARS 266a Painting I**

Various spatial and pictorial concepts are investigated through the oil medium. Prereq-

uisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Martha Armstrong*

T Th 1:10-4 p.m.

**ARS 266b Painting I**

A repetition of 266a.

4 credits

*Susan Heideman*

T Th 9-11:50 a.m.

**ARS 267a Watercolor Painting**

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Susan Heideman*

T Th 9-11:50 a.m.

**ARS 269a Offset Printmaking I**

Printmaking using the flat-bed offset press with hand-drawn lithographic plates. One project will feature photo halftone printmaking. May be repeated once for credit. Prerequisites: 163a or b and permission of the instructor. Enrollment limited to 12.

4 credits

*Dwight Pogue*

M W 9-11:50 a.m.

**ARS 270b Offset Monoprinting**

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Dwight Pogue*

M W 9-11:50 a.m.

**[ARS 271a Graphic Arts]**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, 162a or b, 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years.

4 credits

**ARS 272b Intaglio Techniques**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, 162a or b, 163a or b, and permission of the instructor. Enrollment limited to 15.

4 credits

*Gary Niswonger*

T Th 1-4 p.m.

**ARS 273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*A. Lee Burns*

M W 9-11:50 a.m.

**ARS 275a An Introduction to Printing**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

4 credits

*Elliot Offner*

T Th 1:10-4 p.m.

**ARS 276b Calligraphy and Lettering**

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15.

4 credits

*Elliot Offner*

T Th 8-10:50 a.m.

**ARS 277b Woodcut**

The art of cutting images in relief on wood; printing from the woodblocks in black, white, and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15.

4 credits

*Elliot Offner*

T Th 1-4 p.m.

**ARS 280a Introduction to Architecture, City Planning, and Landscape Design**

Preliminary instruction in drafting, perspective, and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24.

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

**ARS 281b Introduction to Architecture, City Planning, and Landscape Design**

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24.

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

**ARS 282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section.

4 credits

*To be announced*, T Th 9-11:50 a.m.

*Chester Michalik*, W F 1:10-4 p.m.

**ARS 282b Photography I**

A repetition of 282a.

4 credits

*Chester Michalik*

W F 9-11:50 a.m.; W F 1:10-4 p.m.

**Advanced Courses**

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

**ARS 362a Painting II**

Painting from models, still-life, and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15.

4 credits

*John Gibson*

M W 1-4 p.m.

**ARS 362b Painting II**

A repetition of 362a.

4 credits

*Martha Armstrong*

T Th 8-10:50 a.m.

**ARS 369b Offset Printmaking II**

Advanced study in offset printmaking. Emphasis on color printing combining lithography, monotyping, and woodblock printing. One project will feature photo-printmaking. Prerequisites: 269a and/or permission of the instructor. Enrollment limited to 12.

4 credits

*Dwight Pogue*

M W 1:10-4 p.m.



**[ARS 372b Graphic Arts II]**

Advanced study in printmaking, with emphasis on etching or lithography. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15. To be offered in 1993-94.  
4 credits

**ARS 374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12.  
4 credits  
*A. Lee Burns*  
M W 9-11:50 a.m.

**[ARS 376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. To be offered in 1993-94.  
4 credits

**ARS 381a Architecture**

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 15.  
4 credits  
*Richard Joslin*  
T Th 1-4 p.m.

**ARS 381b Architecture**

A continuation of 381a. Prerequisite: 381a.  
4 credits  
*Richard Joslin*  
T Th 1-4 p.m.

**ARS 382a Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15.  
4 credits  
*To be announced*  
T Th 1-4 p.m.

**ARS 382b Photography II**

A repetition of 382a.  
4 credits  
*To be announced*  
T Th 9-11:50 a.m.

**[ARS 383a Problems in Landscape Design]**

Prerequisite: 281b or permission of the instructor.  
4 credits

**ARS 384b Advanced Studies in Photography**

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. (E)  
4 credits  
*To be announced*  
T Th 1-4 p.m.

**ARS 400a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.  
1 to 4 credits

**ARS 400b Special Studies**

1 to 4 credits

**ARS 408d Special Studies**

8 credits

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

## Graduate

**ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture**

4 credits  
*Members of the Department*

**ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Art, or Sculpture**

4 credits

*Members of the Department*

**ARS 582d Architecture**

8 credits

**ARS 583d Landscape Architecture**

8 credits

## Honors

**Co-directors of the Honors Committee:**

Art History: Craig Felton; Studio Art: Gary Niswonger

Basis: ARH 100d.

**ARH 430d Thesis**

8 credits

**ARS 430d Thesis**

8 credits

Requirements: ARH 100d. ARH 291 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

## The Major

**Advisers:** Brigitte Buettner, Lee Burns, Christopher Couch, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie.

**Art History Adviser for Study Abroad:**

John Moore.

**Art Studio Adviser for Study Abroad:**

Dwight Pogue.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art), or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students

who plan to major in art are advised to take ARH 100d in their first or sophomore year.

**Areas of Study (Alpha—Epsilon).** Courses in the history of art are divided into areas that reflect the various time periods and civilizations studied in the course. These areas are:

Alpha (Ancient): 209; 210; 211; 212; 214; 215; 310.

Beta (Medieval): 221; 222; 224; 321.

Gamma (Renaissance, Baroque, and Rococo): 233; 234; 235; 241; 242; 243; 244; 246; 331; 333; 342.

Delta (19th and 20th century): 251; 253; 254; 255; 258; 259; 292; 348; 351; 352; 354; 356; 359.

Epsilon (Asian, African, and Meso-American): 203; 204; 207; 208; 213; 304; 375.

Courses with topics that change annually (ARH 205; 290) may be placed in the appropriate Alpha—Epsilon groupings depending on the topic of the courses. Other courses not in the Alpha—Epsilon list may be counted for credit toward the major but not toward the fulfillment of area distribution.

### Plan A, The History of Art

Basis: 100d.

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history (or cross-listed) seminar; one course in studio art (ARS). The seven semester courses in art history must be distributed in at least four different areas of study Alpha—Epsilon. The studio art course should be taken no later than the first semester of the junior year. Students are required to write at least one research paper (not a term paper for a 200-level course); usually this will be written for a seminar but it may be an Honors Thesis or Special Studies project.

### Plan B, Studio Art

Basis: ARH 100d and one of the following combinations: ARS 161a or b and ARS 163a

or b; ARS 162a or b and ARS 163a or b; ARS 163a or b and ARS 264a or b.

Requirements: the basis; six additional studio art courses; two additional art history courses from two different areas of study, to be selected from the list beginning with Alpha and ending with Epsilon.

Plan C, Architecture

Basis: ARH 100d, ARS 280a, ARS 281b, and ARS 161a or b or ARS 162a or b or ARS 163a or b (or its equivalent).

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus ARH 202, 204, 205, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359), and/or their equivalents in other Five College institutions, of which three should be courses from two of the Alpha through Epsilon study areas. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

The Minors

Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as she desires within the skeletal structure of the requirements.

**Advisers:** Members of the art history faculty.

**Requirements:** ARH 100d; any three additional courses in the history of art at the 100 and 200 level; and at least one art history seminar (a 300 level course).

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

**Advisers:** Members of the studio art faculty.

Requirements: ARS 161a or b, or ARS 162a or b; ARS 163a or b; any three courses in studio art at the 200 level; and any one course in studio art at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

**Adviser:** Richard Joslin.

Requirements: ARH 202 and ARH 205.

Four courses from the following: ARH 215, ARH 257, ARH 290, ARH 258, ARH 234, ARH 244, and ARH 255.

Plan 4, Graphic Arts

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163 (basis); (2) 260 History of Graphic Arts or 261, Composition of Books; and (3) any four from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.



# Astronomy

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## Professors

Richard E. White, Ph.D., *Chair*  
 Suzan Edwards, Ph.D.

## Five College Faculty

Thomas Travis Amy, Ph.D. (Associate Professor, University of Massachusetts)  
 Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)  
 William A. Dent, Ph.D. (Professor, University of Massachusetts)  
 Paul F. Goldsmith, Ph.D. (Professor, University of Massachusetts)  
 George S. Greenstein, Ph.D. (Professor, Amherst College)  
 Edward Robert Harrison, F.Inst.P. (Professor, University of Massachusetts)  
 William Michael Irvine, Ph.D. (Professor, University of Massachusetts)  
 Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)  
 John Kwan, Ph.D. (Professor, University of Massachusetts)

Read Predmore, Ph.D. (Associate Professor, University of Massachusetts)  
 F. Peter Schloerb, Ph.D. (Associate Professor, University of Massachusetts)  
 Stephen E. Schneider, Ph.D. (Assistant Professor, University of Massachusetts)  
 Michael F. Skrutskie, Ph.D. (Assistant Professor, University of Massachusetts)  
 Ronald L. Snell, Ph.D. (Associate Professor, University of Massachusetts)  
 Karen M. Strom (Senior Researcher, University of Massachusetts)  
 Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)  
 Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)  
 David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)  
 Martin D. Weinberg, Ph.D. (Assistant Professor, University of Massachusetts)  
 Judith S. Young, Ph.D. (Associate Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institu-

tions are available for student use. They include, among others, an observatory on the roof of McConnell Hall; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the

Five College astronomy office (545-4301) for the time of the first class meeting.

### 100a A Survey of the Universe

An overview of ancient and modern understanding of the cosmos, including an introduction to celestial motions and an exploration of current ideas concerning the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College Astronomy Department.

4 credits

*Richard White*

T Th 9-10:20 a.m.; dis. Th 1-1:50 p.m.; F 9-9:50 a.m.; or F 10-10:50 a.m.; plus occasional evening labs

### 111b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces, and atmospheres; stars—their formation, structure, and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102a or the equivalent.

4 credits

*Suzan Edwards*

M W F 1:10-2:20 p.m.; lab M 7 p.m.

### 113a FC13a The Solar System

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor

objects in the solar system; the origin and evolution of the earth and other planets.

4 credits

*William A. Dent*

M W F 1:25-2:15 p.m. at UMass

### 219b FC19b Astronomy I: Planetary Science

A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science.

4 credits

*To be announced*

T Th 2:30-3:45 p.m. at Hampshire

### 220a FC20a Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111a or b and one physical science course.

4 credits

*Edward R. Harrison*

M W 2:30-3:45 p.m. at UMass

### 221a FC21a Astronomy II: Stars and Stellar Evolution

Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulation, and data manipulation. Prerequisites: MTH 111a or b and PHY 115a.

4 credits

*Thomas T. Arny*

T Th 2:30-3:45 p.m. at Amherst; computer labs to meet at Amherst T 4-5:15 p.m.

### **222b FC22b Astronomy III: Galactic and Extragalactic Astronomy**

Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Continuation of scientific programming labs from AST 221. Prerequisite: 221a.

4 credits

*Richard White*

T Th 2:30-3:45 p.m. at Amherst; computer lab T 4-5:15 p.m. at Amherst

### **234a FC34a History of Astronomy**

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology.

4 credits

*Tom Dennis*

M W 2:30-3:45 p.m. at Mount Holyoke

### **337a FC37a Observational Techniques in Optical and Infrared Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: 221a and 222b.

4 credits

*Suzan Edwards, Karen Strom*

M W 2:30-3:45 p.m. at Smith; evening lab to be arranged

### **338b FC38b Techniques of Radio Astronomy**

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: PHY 214.

4 credits

*To be announced*

T Th 2:30-3:45 p.m. at UMass

### **340b FC40b Seminar: Topics in Astrophysics**

Topic for 1992-93: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: 222b.

4 credits

*To be announced*

M W 2:30-3:45 p.m. to be arranged

### **343a FC43a Astrophysics I**

A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photoionized region around a hot star, the phenomenon of extragalactic radio sources,



students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations. No previous astronomy courses required. Prerequisites: PHY 214, 220, 348.  
4 credits

*Eugene Tademaru*

M W F 1:25-2:45 p.m. at UMass

#### 404a Special Studies

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.  
4 credits

#### 404b Special Studies

4 credits

## The Major

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115a in the fall semester and begin astronomy with 111b or 219b in the spring semester.

Basis: 221a and 222b.

Requirements: 12 semester courses, including the basis, PHY 115a and 116b, three courses selected from MTH 211a or b, 212a or b, 222b, 225b, and PHY 210a, and two astronomy courses at the 300 level. The re-

maining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing, or science education.

Basis: 111b or 221a.

Requirements: Six semester courses, including the basis, PHY 115a and 116b, and three further intermediate or advanced astronomy courses, including 222b.

## Honors

**Directors:** Suzan Edwards, Richard White.

Prerequisites: 221a and 222b.

#### 430d Thesis

8 credits

#### 432d Thesis

12 credits

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

# Biochemistry

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## Advisers

Kenneth Hellman, Professor of Chemistry, *Director*  
†Jeanne Powell, Professor of Biological Sciences  
Stylianos Scordilis, Professor of Biological Sciences  
David Bickar, Associate Professor of Chemistry

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 210a and CHM 224b before the junior year.

### 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes, and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others.

3 credits

*Stylianos Scordilis*

T Th 9-10:20 a.m.

### 253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping, and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently.

2 credits

*Stylianos Scordilis*

T 1-4:50 p.m.

### CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 112a or b.

4 credits

*George Fleck*

Lec. M W F 9-9:50 a.m.; lab F 1:10-4 p.m.

### 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 335a or CHM 332b.

4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

### CHM 357b Selected Topics in Biochemistry

Topic: Pharmacology. An introduction to pharmacology, toxicology, and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be consid-



ered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years.

3 credits

*David Bickar*

To be arranged

### **400a Special Studies**

Variable credit as assigned

### **400b Special Studies**

Variable credit as assigned

### **400d Special Studies**

Variable credit as assigned

## **The Major**

Requirements: BIO 111a, 112b, 230a and 231a; CHM 111a or 115a, 222b, 223a, 224b; BCH 252b and 253b, 352a.

Electives: at least two courses from the following list\*:

BIO 232b (233b)	Genetics
BIO 250b, 251b	Plant Physiology
BIO 256a, 257a	Animal Physiology
[BIO 334a (335a)]	Molecular Biology]
BIO 342b (343b)	Molecular Genetics
[BIO 348a (349a)]	Molecular Physiology]
[CHM 228b]	Bio-Organic Chemistry]
CHM 332b	Physical Chemistry
CHM 335a	Physical Chemistry of Biochemical Systems
[CHM 336b]	Enzyme Kinetics]
CHM 357b	Selected Topics in Biochemistry
CHM 363b	Advanced Inorganic Chemistry

\*A 48-credit hour major can be met by choosing two 3-credit courses as electives. Other combinations of electives will lead to more than 48 credit hours in the major. A student must take a minimum of 64 credits in courses outside the major. Courses in Chemistry or Biology not on the list of electives count outside the Biochemistry major.

## **Honors**

**Director:** Stylianos Scordilis.

### **430d Thesis**

8 credits

### **432d Thesis**

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry, and an oral presentation of the honors research.

# Biological Sciences

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## Professors

Carl John Burk, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D., *Chair*  
 †Jeanne A. Powell, Ph.D.  
 Stephen G. Tilley, Ph.D.  
 Philip D. Reid, Ph.D.  
 Robert B. Merritt, Ph.D.  
 Margaret Anderson Olivo, Ph.D.  
 Richard Francis Olivo, Ph.D.  
 Stylianos P. Scordilis, Ph.D.

## Associate Professors

\*Richard T. Briggs, Ph.D.  
 \*Steven A. Williams, Ph.D.  
 \*Paulette Peckol, Ph.D.

## Adjunct Associate Professors

Thomas S. Litwin, Ph.D.  
 Leslie R. Jaffe, M.D.

## Assistant Professors

Virginia Hayssen, Ph.D.  
 Gisela F. Erf, Ph.D.  
 Alan Bornbusch, Ph.D.

## Lecturers

Richard H. Munson, Ph.D.  
 Mary Helen Laprade, Ph.D.

## Laboratory Instructor

Graham R. Kent, M.Sc.

## Teaching Fellows

LouAnn Bierwert, B.A.  
 Sarah Cooper-Ellis, B.S.  
 Samantha Gunawardhana, B.S.  
 Robert McMaster, B.A., M.S.T.  
 Min Zhong, B.S.

## Research Associate

Hong Xie

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The following seven courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

### 100b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended.

4 credits

*Elizabeth Tyrrell*

T Th 9-10:20 a.m.

### [104a Human Biology]

A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society. To be offered in 1993-94.

4 credits

### 105b "Animals Without Backbones": Invertebrates and Human Society

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction, and development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended.

4 credits

*Mary Laprade*

M W F 1:10-2:30 p.m. plus additional hour for demonstrations

**107b Brains and Computers**

An introduction for nonscientists to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine brain function, mechanisms of vision, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Not offered in 1993-94.

4 credits

*Richard Olivo*

M W 2:40-4 p.m.

**200d Horticulture**

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Laboratory (201d) must be taken concurrently.

6 credits

*Richard Munson*

T Th 9-10:20 a.m.

**201d Horticulture Laboratory**

Practical application of horticultural practices and techniques to include transplanting, propagation, garden design and installation, and identification of plants. Horticulture (200d) must be taken concurrently.

2 credits

*Richard Munson*

T Th 10:30-11:50 a.m.

**206a Conservation of Natural Resources**

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip.

4 credits

*John Burk*

T Th 10:30-11:50 a.m.

**208a Women's Medical Issues**

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, and cardiovascular disease. In addition to biological aspects, social, ethical, and political aspects of these topics will be considered. Not open to first-year students.

4 credits

*Margaret Olivo, Leslie Jaffe*

T Th 9-10:20 a.m.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are not required to take 111a or 112b. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

**111a Introduction to Biology**

An introduction to the study of life at the level of cells and organs, including the molecular composition of living things; the structure, function, and metabolism of cells; and the organization and physiology of plant and animal systems.

4 credits

*Richard Briggs (Course Director), Philip Reid, Graham Kent*

Lec. M W F 10-10:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50 p.m.; E: W 1:10-3 p.m.; F: Th 8:30-10:20 a.m.; G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

**112b Introduction to Biology**

A continuation of 111a. An introduction to life at the organismal, population, and community levels. Topics to be treated include classical genetics, evolution, taxonomy, the kingdoms of organisms, form and function in plants and animals, and the ecology of populations and communities. Prerequisite: 111a or permission of the course director.

4 credits

*Stephen Tilley (Course Director), Alan Bornbusch, Graham Kent*

Lec. M W F 10-10:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50 p.m.; E: W 1:10-3 p.m.; F: Th 8:30-10:20 a.m.; G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

**230a Cell Biology**

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b. Laboratory (231a) is optional.

4 Credits

*Stylianios Scordilis*

M T W F 8-8:50 a.m.



**231a Cell Biology Laboratory**

Techniques include spectrophotometry, enzyme kinetics, light and electron microscopy, electrophoresis, cell culture and autoradiography as well as student designed projects. Additional prerequisite: 230a, which should be taken concurrently.

1 credit

*Stylianios Scordilis*

M 1:10-4:00 p.m., T 1:00-3:50 p.m.

**232b Genetics**

A course in molecular, population, and evolutionary genetics. Topics will include transmission genetics, DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance, and developmental genetics. Additional prerequisites: CHM 111a or 115a. Laboratory (233b) is optional.

4 credits

*Steven Williams, Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

**233b Genetics Laboratory**

A laboratory course designed to complement the lecture material in 232b. Basic techniques of molecular genetics, including recombinant DNA and DNA synthesis will be covered in several organized sessions; and basic techniques of transmission genetics, such as gene mapping, will be covered by an independent project of student choice. Additional prerequisite: 232b, which should be taken concurrently.

1 credit

*Steven Williams, Alan Bornbusch*

M 1:10-4 p.m. or T 1-4 p.m.

**240a Plant Biology**

Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom. Laboratory (241a) is optional.

4 credits

*Philip D. Reid*

M W F 1:00-2:00 p.m.

**241a Plant Biology Laboratory**

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student designed research project is included. Additional pre-

requisite: 240a, which should be taken concurrently.

1 credit

*Philip D. Reid*

Th 1:10-4:00 p.m.

**242a Invertebrate Zoology**

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians, and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast will be scheduled. Laboratory (243a) must be taken concurrently.

4 credits

*Mary Laprade*

T Th 9-10:20 a.m.

**243a Invertebrate Zoology Laboratory**

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding, and other invertebrate behaviors. Field work on Cape Cod or other suitable coastal locations. 242a must be taken concurrently.

1 credit

*Mary Laprade*

T Th 1-2:50 or T Th 3-4:50 p.m.

**244b Vertebrate Biology**

A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates from ostracoderms to oryx. Laboratory (245b) is optional.

4 credits

*Virginia Hayssen*

T Th 10:30-11:50 a.m.

**245b Vertebrate Biology Laboratory**

An anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates, primarily through a comparison of sharks and mammals. One Saturday field trip may be scheduled. 244b should be taken concurrently.

1 credit

*Virginia Hayssen*

W or Th 1-4 p.m.

**250b Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) must be taken concurrently.

3 credits

*Philip D. Reid*

T Th 9-10:20 a.m.

**251b Plant Physiology Laboratory**

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. 250b must be taken concurrently.

2 credits

*Philip D. Reid*

M 1:10-4 p.m.

**254a General Bacteriology**

This course examines bacterial morphology and growth, and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently.

3 credits

*Elizabeth Tyrrell*

M 1:10-2:30 p.m., W F 1:10-2 p.m.

**255a General Bacteriology Laboratory**

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently.

2 credits

*Elizabeth Tyrrell*

W F 2:10-4 p.m.

**256a Animal Physiology**

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 115a. Laboratory (257a) must be taken concurrently.

4 credits

*Margaret Olivo, Gisela Erf*

M W F 10-10:50 a.m.

**257a Animal Physiology Laboratory**

Experiments using a variety of different vertebrate and invertebrate organisms will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. 256a must be taken concurrently.

1 credit

*Margaret Olivo, Gisela Erf*

W 1:10-4 p.m., Th 1:10-4 p.m., or F 1:10-4 p.m.

**260a Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory.

4 credits

*Stephen Tilley*

T Th 10:30-11:50 a.m.

**261a Principles of Ecology Laboratory**

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work, statistical analysis, and computer simulation. Additional prerequisite: 260a, which should be taken concurrently.

1 credit

*Stephen Tilley*

Th 1-3:50 p.m.

**262b Evolution and Systematics**

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns.

4 credits

*Stephen Tilley*

T Th 9-10:20 a.m.

**264a Marine Ecology**

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisite:

sites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) must be taken concurrently.

4 credits

*Paulette Peckol*

T Th 9-10:20 a.m.

### **265a Marine Ecology Laboratory**

The laboratory applies concepts discussed in lecture, focusing on class projects in both the field and laboratory. Two weekend field trips to the New England coast are included. 264a must be taken concurrently.

1 credit

*Paulette Peckol*

M 1:10-4 p.m. or T 1-3:50 p.m. and two weekend field trips.

### **266b Plant Systematics**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently.

3 credits

*John Burk*

Th 3-4:50 p.m.

### **267b Plant Systematics Laboratory**

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently.

1 credit

*John Burk*

F 1:10-4 p.m.

### **BCH 252b Biochemistry I: Biochemical Structure and Function**

Structure and function of biological macromolecules: proteins and nucleic acids.

Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes, and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others.

3 credits

*Stylianos Scordilis*

T Th 9-10:20 a.m.

### **BCH 253b Biochemistry I Laboratory**

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and

agarose gel electrophoresis, restriction endonuclease mapping, and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently.

2 credits

*Stylianos Scordilis*

T 1-4:50 p.m.

### **330b Neurophysiology**

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory (331b) must be taken concurrently. Not offered in 1993-94.

4 credits

*Richard Olivo*

M W F 10-10:50 a.m.

### **331b Neurophysiology Laboratory**

Electrophysiological recording of signals from neurons, including a self-designed project in the second half of the semester. 330b must be taken concurrently.

1 credit

*Richard Olivo*

Th 1-4 p.m.

### **332a Histology**

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function, and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional.

4 credits

*Richard Briggs*

M W F 11 a.m.-12:10 p.m.

### **333a Histology Laboratory**

An introduction to microtechnique: the preparation of material for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Individual research projects are included. Minimum enrollment: 5 students. Additional prerequisite: 332a, which should be taken concurrently.

1 credit

*Richard Briggs*

T 1-4:50 p.m.



**[334a Molecular Biology]**

The underlying bases of molecular structure and function, with particular emphasis on protein and nucleic acid biochemistry and related techniques of physical biochemistry. Additional prerequisites: 230a and CHM 223a. Laboratory (335a) is optional. To be offered in 1993-94.

3 credits

**[335a Molecular Biology Laboratory]**

Enzyme purification and analysis using current analytical techniques including SDS and iso-electric focusing and two-dimensional gel electrophoresis, Western blotting, analytical ultracentrifugation, viscometry and enzyme kinetics. Minimum enrollment: 5 students.

Additional prerequisite: 231a. 334a is a prerequisite or must be taken concurrently. To be offered in 1993-94.

2 credits

**[336b Introduction to Biological Fine Structure]**

Introduction to the theory of electron microscopy and associated techniques, discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. To be offered in 1993-94.

3 credits

**[337b Introduction to Biological Fine Structure Laboratory]**

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission electron microscopes, and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. To be offered in 1993-94.

2 credits

**[338b Morphology of Algae and Fungi]**

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. To be offered in 1993-94.

4 credits

**[339b Morphology of Algae and Fungi Laboratory]**

The laboratory will focus on concepts discussed in lecture and will include a small, independent project. A weekend field trip is included. Additional prerequisite: completed basis for the major. 338b must be taken concurrently. To be offered in 1993-94.

1 credit

**340b Principles of Virology**

Introduction to current concepts of virus multiplication and effects on host cells. Additional prerequisite: 230a. Laboratory (341b) is optional.

4 credits

*Elizabeth Tyrrell*

T 1-2 p.m., Th 1-2:20 p.m.

**341b Principles of Virology Laboratory**

Bacteriophages are used as model systems to demonstrate virus isolation, propagation, titration, and inactivation. Additional prerequisite: 254a/255a. 340b is a prerequisite or must be taken concurrently.

1 credit

*Elizabeth Tyrrell*

T 2:10-4:50 p.m., and one hour to be arranged

**342b Molecular Genetics**

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning and genetic engineering in genetic analysis. Additional prerequisites: 232b or BCH 252b. Laboratory (343b) is optional. Recommended: 254a/255a.

4 credits

*Steven Williams*

M W F 11 a.m.-12:10 p.m.

**343b Molecular Genetics Laboratory**

A laboratory course designed to complement the material covered in 342a. Each year a different gene is cloned and analyzed as a semester-long project by the entire class. Techniques used will include DNA isolation, transformation, Southern blot analysis, DNA synthesis and DNA sequencing. Although scheduled for one afternoon per week, students must be prepared to come to the laboratory at other times during the week to keep their experiments progressing. Additional prerequisite: 342b, which should be taken concurrently and 233b or BCH 253b.

1 credit

*Steven Williams*

Th 1-4:50 p.m.

### **344b Immunology**

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies, and immunopathology. Additional prerequisite: 230a. Recommended: 232b and 254a/255a. Laboratory (345b) is optional.

4 credits

*Gisela Erf*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### **345b Immunology Laboratory**

Immunological techniques used in immune diagnosis and as research tools. Exercises include isolation, quantification, and isotyping of antibodies, ELISA, immunocytochemistry, immune cell population analysis, and cell culture. 344b is a prerequisite or must be taken concurrently.

1 credit

*Gisela Erf*

T 1-3:50 p.m. or W 1:10-4 p.m.

### **[346b Developmental Biology]**

A study of the experimental evidence for interacting systems in fertilization, cleavage, gastrulation, and the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in the development of organisms. Additional prerequisite: 230a or permission of the instructor. Laboratory (347b) must be taken concurrently. To be offered in 1993-94.

4 credits

### **[347b Developmental Biology Laboratory]**

Experimental analysis of selected developmental systems, including amphibian oogenesis, sea urchin, frog and chick development and tissue culture studies of nerve-muscle relationships. 346b must be taken concurrently. To be offered in 1993-94.

1 credit

### **[348a Molecular Physiology]**

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites:

230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1994-95.

3 credits

### **[349a Molecular Physiology Laboratory]**

Laboratory models and techniques in cellular physiology at the molecular level including: subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: 5 students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1994-95.

2 credits

### **[350b Biogeography]**

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1993-94.

4 credits

### **352a Animal Behavior**

An analysis of the what, how, and why of behavior with emphasis on independent thought. Additional prerequisite: 242a/243a, 244b, or 262b, or permission of the instructor. Laboratory (353a) must be taken concurrently.

4 credits

*Virginia Hayssen*

T 1-4 p.m.

### **353a Animal Behavior Laboratory**

An analysis of the what, how, and why of behavior with emphasis on independent discovery. 352a must be taken concurrently.

1 credit

*Virginia Hayssen*

Th 1-5:00 p.m.

### **354a Colloquium: Species Extinction and Conservation**

The application of ecological, genetic, and evolutionary knowledge to the global crisis of species extinction and loss in biodiversity. Topics include causes of species extinctions, the value of biodiversity, and how populations and communities can be managed to conserve species. Lectures and discussions. Prerequisites: one of the following or the

equivalent: 260a, 262b, 264a, 365a; and permission of the instructor. Enrollment limited to 20.

4 credits

*Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

### **356a Plant Ecology**

A study of plant communities and the relationship between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently.

3 credits

*John Burk*

Th 3-4:50 p.m.

### **357a Plant Ecology Laboratory**

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently.

1 credit

*John Burk*

F 1:10-4 p.m.

### **400a Special Studies**

Variable credit as assigned

### **400b Special Studies**

Variable credit as assigned

## **Seminars**

### **360a Topics in Molecular Biology**

Topic for 1992-93: Molecular Physiology of Inherited Diseases. Cellular, molecular, and metabolic bases of selected diseases. Topics will include cellular pathology, enzyme regulation, and cellular physiology, as well as disorders or diseases related to glycogen, nucleotide, carbohydrate, ganglioside, ion, and amino acid metabolism. Prerequisite: 230a.

3 credits

*Stylianios Scordilis*

T 3-5 p.m.

### **362a Topics in Organismal Biology**

Topic for 1992-93: To be announced.

3 credits

*To be announced*

To be arranged

### **[364b Topics in Environmental Biology]**

To be offered in 1993-94.

3 credits

### **PPL 303b Public Policy for Marine and Coastal Resources**

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology. In 1992-93 PPL 303b can substitute for BIO 364b.

4 credits

*John Burk, Allen Curran (Geology)*

T Th 10:30-11:50 a.m.

### **366b Topics in Cellular Biology**

Topic for 1992-93: To be announced. Prerequisite: 254a or 256a or 344b or permission of the instructor.

3 credits

*To be announced*

To be arranged

### **368a Topics in Evolutionary Biology**

Topic for 1992-93: Molecular Genetics and Evolutionary Biology, or why Michael Crichton isn't "all wet" in Jurassic Park. Techniques in molecular genetics have had a large impact on the advancement of evolutionary biology in the past two decades. Through readings and presentations from the primary literature we will see how these techniques have been used to address such diverse topics as: the origin and early history of the human species and its relationship to other species; evolution of sex chromosomes; is there a "molecular clock?"; genetics of speciation; evolutionary relationships of extinct or rare species; conservation of endangered species. Prerequisite: permission of the instructor.

3 credits

*Alan Bornbusch*

M 1:10-3:30 p.m.



## The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:

Plant biology: John Burk, Philip Reid.  
 Cell and molecular biology: Richard Briggs (first semester), Gisela Erf, Stylianos Scordilis, Steven Williams (second semester).  
 Environmental and evolutionary biology: Alan Bornbusch, John Burk, Stephen Tilley, Paulette Peckol (first semester).  
 General biology: Mary Laprade.  
 Marine biology: John Burk, Paulette Peckol (first semester).  
 Microbiology: Elizabeth Tyrrell.  
 Neurobiology: Richard Olivo.  
 Zoology: Virginia Hayssen, Mary Laprade.

**Adviser for Study Abroad:** John Burk.

Prospective majors should take CHM 111a or 115a, and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete both semesters of 200d/201d may be granted 4 credits toward the major. Students who take one of the other courses designated for non-majors (100b, [104a], 105b, 107b, 206a, or 208a) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a or CHM 115a.

Distribution: four of the following courses, one from each of four fields:

- A. Cell biology: 230a.
- B. Genetics: 232b.
- C. Organismal biology: 240a, 242a/243a, 244b.
- D. Physiology: 250b/251b, 254a/255a, 256a/257a.
- E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: 8 credits at the 300-level, which must include a laboratory course from the Department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least 4 laboratory courses, above the basis and including one at the 300-level, must be taken from the Department's offerings.

Additional courses: A total of 48 credits is required for the major. Electives may be any courses acceptable for the major. Up to 4 credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement.

Up to 4 credits in the major may be acquired from among the following: CHM 222b, CHM 223a, BCH 352a, GEO 231a, MTH 107b, MTH 245a, PPL 303b, PSY 113a or b, PSY 311a.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b, and one 300-level course. No more than one course designed primarily for non-majors may be included.

## Honors

**Director:** Virginia Hayssen, Steven Williams (second semester).

Basis: the same as that for the major.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

**432d Thesis**  
12 credits

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a, or 432d may substitute for one 300-level course.

## Marine Sciences

See pp. 260-261.

## Neuroscience

See p. 281.

## Graduate

**Adviser:** Elizabeth Tyrrell.

### **507a Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

### **507b Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

### **510a Advanced Studies in Molecular Biology**

3 to 5 credits

*Members of the Department*

### **510b Advanced Studies in Molecular Biology**

3 to 5 credits

*Members of the Department*

### **520a Advanced Studies in Botany**

3 to 5 credits

*Members of the Department*

### **520b Advanced Studies in Botany**

3 to 5 credits

*Members of the Department*

### **530a Advanced Studies in Microbiology**

3 to 5 credits

*Members of the Department*

### **530b Advanced Studies in Microbiology**

3 to 5 credits

*Members of the Department*

### **540a Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department*

### **540b Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department*

### **550a Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department*

### **550b Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department*

### **590d Research and Thesis**

8 credits

## Prehealth Professional Programs

**Advisers:** Lâle Burk (Chemistry), Thomas Derr (Religion), James Johnson (Exercise and Sport Studies), Margaret Olivo (Biological Sciences).

Students may prepare for health professions schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics, and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health professions schools differ in the details of their requirements, students should confer with a Prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

# Chemistry

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## Professors

George Morrison Fleck, Ph.D.  
Kenneth Paul Hellman, Ph.D.  
Thomas Hastings Lowry, Ph.D.  
Robert G. Linck, Ph.D.  
Stuart Rosenfeld, Ph.D., *Chair*

## Associate Professor

David Bickar, Ph.D.

## Assistant Professors

Sharon M. Palmer, Ph.D.  
Petra Turowski, Ph.D.

## Camille and Henry Dreyfus Foundation Fellow

Cynthia White Tingle, Ph.D.

## Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

## Laboratory Instructor

Virginia White, M.A.

## Research Associate

Richard E. Morel

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b and PHY 115a and 116b as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 115a.

## 100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Three hours of lecture, discussion, and demonstrations.

4 credits

*George Fleck*

M W F 10-10:50 a.m.

## 111a Chemistry I: General Chemistry

An introductory course dealing with atomic and molecular structure and properties, and

with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis.

5 credits

*Robert Linck, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 115a Chemistry I: General Chemistry

A course dealing with atomic and molecular structure and properties, and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis.

5 credits

*David Bickar*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature, physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes, and cycloalkanes. Prerequisite: 111a or 115a.



5 credits

*Thomas Lowry*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

### **223a Chemistry III: Organic Chemistry**

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab.

5 credits

*Thomas Lowry, Lâle Burk*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

### **224b Chemistry IV: Bonding, Structure, and Energetics**

Coordination chemistry of the transition metals, lanthanides, and actinides. Solid-state chemistry. Metals, semi-metals, and non-metals. Quantum chemistry, molecular symmetry, mass-action theory, and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor.

5 credits

*Kenneth Hellman, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 1-3:50 p.m.

### **226b Synthesis**

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Prerequisite: 223a.

3 credits

*Stuart Rosenfeld, Cynthia White Tingle*

T Th 9-9:50 a.m.; lab T or Th 1-4:50 p.m.

### **[228b Bio-Organic Chemistry]**

The function, biosynthesis, and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers, and defense chemicals. Prerequisite: 223a. Offered in alternate years. To be offered in 1993-94.

3 credits

### **321a Organic Synthesis**

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Pre-

requisite: 223a. Offered in alternate years.

4 credits

*Stuart Rosenfeld, Cynthia White Tingle*

M W F 10-10:50 a.m., Th 4-4:50 p.m.

### **[323a Organic Mechanisms]**

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure.

Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. To be offered in 1993-94.

3 credits

### **331a Physical Chemistry**

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended.

4 credits

*George Fleck*

M W F 11 a.m.-12:10 p.m.

### **332b Physical Chemistry**

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria, and electrochemistry. Prerequisite: 331a.

5 credits

*Sharon Palmer*

Lec. M W F 11 a.m.-12:10 p.m.; lab M or T 1:10-4 p.m.

### **335a Physical Chemistry of Biochemical Systems**

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b.

4 credits

*George Fleck*

Lec. M W F 9-9:50 a.m.; lab F 1:10-4 p.m.

### **[336b Enzyme Kinetics]**

The mass-action model of biological catalysis. Studies of enzyme reactions *in vitro*, and the relation of the results to catalysis and control in living systems. Computer simula-

tion of reaction models. Enzymes and living cells as self-organizing systems. Prerequisite: 224b. Offered in alternate years. To be offered in 1993-94.

4 credits

### 347a Instrumental Methods of Analysis

A laboratory-oriented course in analytical chemistry. Chromatographic, spectroscopic, and electrochemical methods for purification, separation, and quantitative analysis of inorganic, organic, and biological samples. Critical evaluation of data, including error analysis and limitations of specific instrumentation. Prerequisite: 224b; 226b is recommended.

5 credits

*Petra Turouski*

Lec. T Th 9-9:50 a.m.; lab T 1-5 p.m. and Th 1-4 p.m.

### BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization.

Prerequisites: 335a or 332b and BCH 252b.

4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

### 357b Selected Topics in Biochemistry

Topic: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years.

3 credits

*David Bickar*

To be arranged

### 363b Advanced Inorganic Chemistry

A study of topics in inorganic chemistry.

Prerequisite: 331a.

4 credits

*Robert Linck*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### 366b Inorganic Laboratory

Synthesis of transition metal, main group, and organometallic compounds, and study of their magnetic, spectral, conductive, and/or

thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years.

3 credits

*Petra Turouski*

To be arranged

### [369a Solid State Chemistry]

Solids: bonding, structure, symmetry, and properties; metals, semiconductors, and insulators; applications, including superconductors. Prerequisite: 331a which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. To be offered in 1993-94.

3 credits

### 395a Advanced Chemistry

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state, and reactivity. Prerequisite: 331a. Offered in alternate years.

4 credits

*Robert Linck*

M W F 1:10-2:20 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

## The Major

**Advisers:** Members of the Department.

**Advisers for Study Abroad:** Lâle Burk, Sharon Palmer.

Students planning graduate study in chemistry are advised to include PHY 115a and 116b and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (404, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c)

three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a or 115a, 222b, 223a, 224b, 226b, 331a, 347a, 332b, 363b, and a further 6 credits in chemistry, toward which 4 credits from the research courses 404, 430, or 432 may be counted.

## The Minor

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

Required courses: 23 credits in chemistry that must include 111a or 115a, 222b, 223a, and 224b. Special Studies 404a and 404b normally may not be used to meet the requirements of the minor.

## Honors

**Director:** Kenneth Hellman.

**430d Thesis**  
8 credits

**432d Thesis**  
12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.



# Classical Languages and Literatures

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## Professor

Justina Winston Gregory, Ph.D., *Chair*

## Associate Professor

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

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## Assistant Professors

Nancy J. Shumate, Ph.D.

Scott A. Bradbury, Ph.D.

Paula E. Arnold, Ph.D.

Majors are offered in Greek, Latin, classics, and ancient studies (interdepartmental). Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 22).

Students planning to major in classics or in ancient studies are advised to take relevant courses in other departments such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 212b for credit.

Credit is not granted for the first semester only of an introductory language course.

## Greek

### GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings.

8 credits

*Justina Gregory*

M W F 1:10-2:30 p.m.

### GRK 212a Attic Prose and Drama

Prerequisite: 100d.

4 credits

*Paula Arnold*

M W F 11 a.m.-12:10 p.m.

### GRK 212b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

4 credits

*Justina Gregory*

M W F 11 a.m.-12:10 p.m.

### [GRK 324a Plato and Aristophanes]

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1993-94.

4 credits

### [GRK 325b Sophocles and Thucydides: Athens, the Tyrant City]

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1993-94.

4 credits

### GRK 327b Transformation of Homeric Epic: Studies in Theme and Genre

Greek tragedy regularly derived its themes from traditional mythology but shaped them

to reflect fifth-century concerns. The Hellenistic poet Apollonius of Rhodes consciously emulated the style of Homeric epic, but with radically different results. This course will examine the interrelationships of Homer, Euripides' *Medea*, and Apollonius' *Argonautica*, with a view to understanding how genre and style can be influenced by the poet's society. Prerequisite: 212b or permission of the instructor.

4 credits

*Thalia Pandiri*

M W F 10–10:50 a.m.

### **GRK 336a Aeschylus and Herodotus: Athens, the Savior of Greece**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Scott Bradbury*

M W F 10–10:50 a.m.

### **GRK 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

4 credits

### **GRK 404b Special Studies**

4 credits

## **Graduate**

### **GRK 580a Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level course currently offered.

4 credits

### **GRK 580b Studies in Greek Literature**

4 credits

See also REL 287a: Greek Religious Texts.

**Adviser for Graduate Study:** Paula Arnold.

## **Latin**

### **LAT 100d Elementary Latin**

Fundamentals of grammar, with selected

readings from Latin authors in the second semester.

8 credits

*Paula Arnold*

M W F 1:10–2:30 p.m.

### **LAT 111b Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings.

8 credits

*Thalia Pandiri*

M W F 1:10–2:20 p.m., T Th 1–2:50 p.m.

### **LAT 212a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero and Catullus. Prerequisite: LAT 100d, 111b, or two units of Latin or the equivalent.

4 credits

*Nancy Shumate*

M W F 11 a.m.–12:10 p.m.

### **[LAT 212b Virgil, *Aeneid*]**

Prerequisite: 212a or permission of the instructor. To be offered in 1993–94.

4 credits

### **LAT 213b Medieval Latin**

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent.

4 credits

*Scott Bradbury*

M W F 11 a.m.–12:10 p.m.

### **LAT 214a Livy**

Prerequisite: 212b, 213b, or permission of the instructor.

4 credits

*Scott Bradbury*

M W F 9–9:50 a.m.

### **LAT 214b The Poetry of Ovid**

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected

from the *Amores*, *Heroides*, *Ars Amatoria*, *Remedia Amoris*, *Metamorphoses*, *Tristia*, and *Epistulae ex Ponto*. Prerequisite: 214a or permission of the instructor.  
4 credits

*Justina Gregory*  
M W F 9-9:50 a.m.

### **LAT 321a Roman Comedy**

Prerequisite: 214b or permission of the instructor.  
4 credits

*Paula Arnold*  
T Th 10:30-11:50 a.m.

### **[LAT 333b Virgil's *Aeneid*: Advanced Course]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1993-94.  
4 credits

### **LAT 335b Cicero**

Prerequisite: LAT 214b or permission of the instructor.  
4 credits

*Scott Bradbury*  
T Th 10:30-11:50 a.m.

### **LAT 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.  
4 credits

### **LAT 404b Special Studies**

4 credits

## **Graduate**

### **LAT 580a Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.  
4 credits

### **LAT 580b Studies in Latin Literature**

4 credits

**Adviser for Graduate Study:** Nancy Shumate.

## **Classics in Translation**

### **CLT 221a Comedy**

### **CLS 227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.  
4 credits

*Thalia Pandiri*  
T Th 9-10:20 a.m.

### **CLS 230a The Historical Imagination**

Topic for 1992-93: Images of the Other In Ancient Greece. Socrates is reported to have said that he owed thanks to Fortune for three things: that he had been born a human being and not a beast; that he had been born a man and not a woman; and that he had been born a Greek and not a barbarian. This course will consider the development and transformation of images of the Other in Greek literature. Topics will include image and reality; nature and culture; inventing the barbarian; slavery and freedom; questioning stereotypes. Readings from Homer, Sappho, Semonides, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Plato.  
4 credits

*Justina Gregory*  
T Th 1-2:20 p.m.

### **CLS 232b Paganism in the Roman World**

An introduction to the varieties of pagan religious experience in the Roman Empire from the first to the fourth centuries. Topics will include traditional cult practices, festivals, sacrifice, oracles, mystery religions, the philosophical critique of traditional religion. Attention will also be given to the interaction of paganism with Christianity in the empire: the numerous points at which their religious preoccupations overlapped, as well as the issues that brought them into conflict.  
4 credits

*Scott Bradbury*  
T Th 9-10:20 a.m.



## The Major in Greek, Latin, or Classics

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

## The Minor in Greek

**Director:** Paula Arnold.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 202a), Greek art (ART 211b, [215b], 310b), ancient philosophy (PHI 124a) or classics in translation (CLS 227a, 230a). At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Nancy Shumate.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 206b), Roman art (ART [205b], 212a), or classics in translation (CLS 227a, 232b). At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

## Honors in Greek, Latin, or Classics

**Director:** Justina Gregory.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written in the first semester of the senior year and an examination in the general area of the thesis.

## Greek, Latin, or Classics

## Graduate

### 590d Research and Thesis

8 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

# Comparative Literature

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Ann Rosalind Jones, Ph.D., Professor (Comparative Literature), *Director*

## Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

\*Maria Banerjee, Ph.D. (Russian Language and Literature)

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature)

Marilyn Schuster, Ph.D. (French Language and Literature and Comparative Literature)

Hans Rudolf Vaegt, Ph.D. (German Language and Literature and Comparative Literature)

Elizabeth Gallaher von Klemperer, Ph.D. (English Language and Literature)

## Associate Professors

Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

Craig Davis, Ph.D. (English Language and Literature)

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A comparative study of literature in two languages, one of which may be English.

### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 340.) An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 650 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the

300 level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever possible.

## Genre

### 221a Studies in Comedy

The forms and functions of western comic drama from Athens in the fifth century B.C. to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to

whom? Primary texts will be supplemented by readings on the theory of comedy. Plays by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some viewing during class hours; additional viewing time to be arranged.

4 credits

*Thalia Pandiri*

T Th 1-2:50 p.m.

### 223b Forms of Autobiography

Topic for 1992-93: Women's Autobiography In Context. An exploration of changes in the concept of the self and of literary techniques devised to empower that self as a public figure, whether outsider, social critic and innovator, or defender of a principle or tribe. Texts by Margery Kempe, Teresa of Avila, Harriet Jacobs, Rigoberta Menchú, Christa Wolf, Kate Simon, Maxine Hong Kingston.

4 credits

*Ann Jones*

T Th 10:30-11:50 a.m.

### 262a Theatre about Theatre

An exploration of some ways in which dramatists have expressed ideas about the theatre in their plays. The varied intent and scope of such plays: from criticism of theatrical styles to inquiry into the nature and function of the theatre itself. How can "staged" role-playing, and its representation, affect our lives? Plays of Shakespeare, Molière, Tieck, Pirandello, Anouilh, Ionesco, Genet, Handke and others. To be offered in alternate years.

4 credits

*David Ball*

M W F 11 a.m.-12:10 p.m.

### 305b Studies in the Novel

Topic for Spring, 1993: The Postmodern Novel. This course will map the breakdown of large-scale, unifying patterns in such postmodern writers as Cortázar, Calvino, Pynchon, Acker, and Rushdie. Why is it that, like sand through a screen, the empirical world seems to escape even the most elaborate patterns and systems built by such writers? Is it possible to see their texts not as collapsed larger forms but as multiple mini-narratives that refine their readers' sensitivity to differences and their ability to tolerate paradox and uncertainty?

4 credits

*Anna Botta*

M W 2:40-4 p.m.

### 359a Sonnets and Sonnet Cycles

The Petrarchan legacy: a study of how sonnets and sonnet cycles work out of and against the Petrarchan model. Renaissance poets of France, England, and the Iberian Peninsula, as well as more modern writers like Wordsworth and Baudelaire.

4 credits

*Alice Clemente*

T Th 1-2:50 p.m.

## Period, Movement

### 229a Renaissance: Courtier, Courtesan, Citizen

We will read a range of early modern writings as responses to changing centers of power (aristocratic courts and merchant cities) and to the new codes of manners, ideologies of class and gender, and rivalries these social shifts produced. Focus on genres in which writers celebrated royal patrons, criticized the court, and claimed an identity as city dwellers. Particular attention to women as topics in men's debates and authors of their own. Texts will include Castiglione's *Courtier*, Marguerite de Navarre's *Heptameron*, and Ben Jonson's masques; court satire in sonnets, dialogues, and revenge tragedy; popular writing in Lyon, Venice, and London, especially women's lyrics and city comedy. Reading knowledge of French or Italian helpful but not required.

4 credits

*Ann Jones*

T Th 10:30-11:50 a.m.

### 239b Romanticism

A comparative analysis of representative English, French, and German texts written between 1770 and 1830. Focus on such questions as: How were these writers influenced by the French and Industrial Revolutions? In what ways did they imagine human development, its relationship to culture and to the feminine? Texts by Sterne, Rousseau, Goethe, de Staël, William and Dorothy Wordsworth, Coleridge, Hölderlin, Keats, Mary Shelley, Byron, Stendhal.

4 credits

*Elizabeth Harries*

T Th 1-2:50 p.m.



**259a Realism**

The aims and achievements of Realism in works by such 19th-century writers as Balzac, Flaubert, Zola, Eliot, Gissing, and Joyce, with some attention to 20th-century perspectives on Realism.

4 credits

*Elizabeth von Klemperer*

T Th 10:30-11:50 a.m.

**268b Latina and Latin American Women Writers**

This course will explore the evolution of women's writings in Spanish America and the resonances they may have for U.S. Latina writers. Special attention will be given to the relationship between the two groups: obstacles, tradition, innovation, language (bilingualism), potential readership, cultural and sexual identity, solidarity with one another. Writers will include Sor Juana Ines de la Cruz, Isabel Allende, Maria Luisa Bombal, Cherrie Moraga, Aurora Levins Morales, and Rosario Morales. Reading knowledge of Spanish is useful but not required.

4 credits

*Nancy Saporta Sternbach*

M W F 11 a.m.-12:10 p.m.

**272b Women Writing: 20th-Century Fiction**

A cross-cultural, multi-racial study of 20th-century fiction by women, focusing on English and French-speaking cultures. We will consider how writers challenge literary and social conventions, define their communities, make esthetic and political choices, and inscribe sexuality. We will focus on themes such as mothers and daughters, desire, love, language and female subjectivity. We will pay special attention to changing meanings of "woman" and "women" as gender is inflected by culture, race, ethnicity, class, and sexuality. All readings available in English. Writers will include Chopin, Woolf, Colette, Tan, Kincaid, Schwarz-Bart, Morrison, Blais, Duras, and Wittig.

4 credits

*Marilyn Schuster*

M W F 1:10-2:30 p.m.

**[322b Words and Music in Medieval Lyric]**

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin,

Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal canso and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish, or Portuguese, while helpful, is not required. Offered in alternate years.

4 credits

**Special Topics****211b The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits

*Douglas Patey*

T Th 9-10:20 a.m.

**256b The Virgin in Myth and Literature: from Goddesses to the Virgin Queen**

The virgin plays diverse and apparently contradictory roles in Western literature: she is goddess and sacrificial victim; she is prophetess, saint, and warrior. This course will trace the development of these roles from Greek myths through the Middle Ages to their incarnation in such figures as Joan of Arc and Elizabeth I, the Virgin Queen. Readings: Hesiod, *Homeric Hymns*, Greek tragedy, Ovid, Lives of Martyrs, Hildegard of Bingen, Bernard of Clairvaux, Chaucer, Christine de Pizan, and Elizabethan poets.

4 credits

*Paula Arnold*

M W F 10-10:50 a.m.

### 260b Modern Japanese Literature and the West

Comparing a selection of modern Japanese novels with their Western counterparts, this course will clarify Japan's indigenous sensibility and its transformation after the Meiji Restoration (1868). Comparisons will focus on a group of interrelated themes such as alienation, innocence, death, man-woman relationships, and nature. Texts by Soseki, Mishima, Endo, Enchi, Kafka, Mann, Salinger, etc. All readings are in English translation. No prior training in Japanese language or culture is required. Offered in alternate years.

4 credits

*Takao Hagiwara*

M Th 7:30-9:20 p.m.

### 274a The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekov, Colette, D.H. Lawrence, and Alice Walker.

4 credits

*Ann Leone*

M W F 1-2 p.m.

### 335b Seminar: Literary Studies, Cultural Studies

The new cross-disciplinary field of cultural studies transforms the traditional focus of literary studies by defining culture as the total system through which meanings are produced and circulated in a society. Drawing on anthropology, sociology, and media analysis as well as the techniques of literary interpretation, this course will show how cultural studies challenges the division between high art and popular culture, analyzes the organization of knowledge and culture into separate disciplines, and understands perceptions of cultural otherness, marginality, and everyday forms of resistance. Theoretical readings from Geertz, Foucault, Said, Haraway and de Certeau; case histories including *Jane Eyre*, the film *I've Heard the Mermaids Singing*, contemporary autobiography and popular music. To be offered in alternate years.

4 credits

*Ranu Samantrai*

T 3-4:50 p.m.

### [360b The Ethics of Chinese and Western Literature]

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To late-comers? In defining the problematics of culture, how do they help readers make moral choices? What validity do they have outside the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. To be offered in alternate years. To be offered in 1993-94.

4 credits

### 361a The Faust Myth

Since its emergence in the sixteenth century, the Faust myth has provided a focus for the critical examination of the desire for knowledge, power, and self-realization. What are the basic elements of this myth? How and why do Faust texts change from one culture and historical period to another? In particular, what is the relationship between the Faust myth and German national identity? We will study Faust works in literature, opera, and film, by Marlowe, Goethe, Gounod, Spengler, Mumau, Szabo, Bulgakov, Th. Mann, and others.

4 credits

*Hans Vaaget*

M W 1:10-2:30 p.m.

## Critical Theory and Method

### 300a Contemporary Literary Theory

The interpretation of literary texts of various genres by psychoanalytic, Marxist, feminist, and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Lévi-Strauss, Jakobson, Freud, Barthes, and Derrida.

4 credits

*Ann Jones*

M W 1:10-2:30 p.m.

### 340b Problems in Literary Theory

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves.

Prerequisites: GLT 291d and CLT 300a, or permission of the instructor.

4 credits

*To be announced*

To be arranged

### 404a Special Studies

Admission by permission of the instructor and director.

4 credits

### 404b Special Studies

4 credits

## The Major

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 240 or 241. FRN 259a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, and one with a genre. (Only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 210d may be counted toward the comparative literature major). If a student takes both terms

of a year-long literary survey in a foreign language (e.g., FRN 240, 241), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;

3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

## Honors

**Director:** Ann Jones.

### 430d Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year, and an oral examination.



# Computer Science

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## Professors

Michael O. Albertson, Ph.D., (Mathematics)  
 †Joseph O'Rourke, Ph.D.

## Associate Professor

Merrie Bergmann, Ph.D., *Chair*

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## Assistant Professors

Dominique F. Thiébaud, Ph.D.  
 Robert Roos, Ph.D.  
 Annemarie Spauster, Ph.D.

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I), and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

### 101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets, and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence, and the history of computing. Weekly lab, using Macintoshes. Enrollment limited to 50; 25 per lab section.

4 credits

*Robert Roos*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 101b Computer Literacy

A repetition of 101a. Enrollment limited to 50; 25 per lab section.

4 credits

*Robert Roos*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 111a Computer Science I

Introduction to a block-structured high-level programming language, such as Pascal or Modula II. Will cover language syntax and use the language to teach program design, coding, debugging, testing, and documentation. Procedural and data abstraction are introduced. An introduction to further studies in complete science will be provided by members of the department.

4 credits

*Merrie Bergmann*

M W F 11 a.m.-12:10 p.m.; lab Th 4-4:50 p.m.

### 111b Computer Science I

A repetition of 111a.

4 credits

*Dominique Thiébaud*

M W F 10-10:50 a.m.; lab Th 4-4:50 p.m.

**112a Computer Science II**

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent.

4 credits

*Annemarie Spauster*

T Th 10:30-11:50 a.m.; lab Th 3-4:50 p.m.

**112b Computer Science II**

A repetition of 112a.

4 credits

*Annemarie Spauster*

T Th 10:30-11:50 a.m.; lab Th 3-4:50 p.m.

**220a Software Engineering**

An introduction to the theory of software engineering. Practical applications to large-scale software, team programming and reusability will be emphasized. Students will program in state-of-the-art programming languages and environments, for instance object-oriented languages and the X-Windows environment. Students will see a programming project through from design to code-writing to documentation and release. Prerequisite: 112. (E)

4 credits

*Annemarie Spauster*

T Th 1-2:50 p.m.

**231a Microcomputers and Assembly Language**

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor.

4 credits

*Dominique Thiébaud*

M W F 11 a.m.-12:10 p.m.

**[240b Computer Graphics]**

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation, and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211. To be offered in 1994-95.

4 credits

*Joseph O'Rourke*

**250a Foundations of Computer Science**

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153.

4 credits

*Robert Roos*

M W F 10-10:50 a.m.

**252b Algorithms**

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153.

4 credits

*Robert Roos*

M W F 9-9:50 a.m.

**262b Introduction to Operating Systems**

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics.

Prerequisite: 231.

4 credits

*Merrie Bergmann*

M W F 1:10-2:30 p.m.

**270a Digital Circuits and Computer Systems**

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15.

4 credits

*Dominique Thiébaud*

M W F 9-9:50 a.m.; lab Th 1-2:50 p.m.

**[MTH 270b Introduction to Numerical Methods]****[274b Computational Geometry]**

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition, and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, range queries, and motion planning. Students will write several programs in Pascal or C, as well as solve weekly written assignments. Prerequisites: 112, MTH 153 and MTH 211. To be offered in 1993-94.

4 credits

*Joseph O'Rourke*

**[280a Topics in Programming Languages]**

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented, and logic programming. Assignments in a variety of languages, including LISP, Prolog, and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. To be offered in 1993-94.

4 credits

*Robert Roos*

**290a Introduction to Artificial Intelligence**

An introduction to the problem domain of artificial intelligence and to techniques employed to tackle these problems. Topics covered include: problem solving, gameplaying, and search strategies; knowledge representation schemes; logic and reasoning; machine learning; and natural language understanding. This course is designed for students with an interest in cognitive science as well as for computer science majors, and it does not presuppose any computer science courses. An AI programming language (usually LISP) will be taught during the first few weeks, with short programming assignments. Thereafter, students will have the option of choosing one of two tracks of required work: either continued programming projects, or surveying and writing about cognitive science research.

4 credits

*Merrie Bergmann*

M W F 2:40-4 p.m.

**[330a Topics in Database Systems]**

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 262, or permission of the instructor. To be offered in 1993-94.

4 credits

**[350a Seminar in Computer Networks and Distributed Systems]**

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 262. To be offered in 1993-94.

4 credits

*Annemarie Spauster*

**364b Computer Architecture**

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding, and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor.

4 credits

*Dominique Thiébaud*

M W F 11 a.m.-12:10 p.m.

**[390b Seminar in Artificial Intelligence]**

Content varies from year to year depending on instructor. Possible concentrations include automatic theorem proving, natural language



understanding, computer vision, and neural networks. Prerequisite: 290. To be offered in 1993-94.

4 credits

*Merrie Bergmann*

### **394b Introduction to Translators and Compiler Design**

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250.

4 credits

*Annemarie Spauster*

T Th 1-2:50 p.m.

### **400a Special Studies**

For majors, by arrangement with a computer science faculty member.

Variable credit as assigned

### **400b Special Studies**

Variable credit as assigned

## **The Major**

**Advisers:** Michael Albertson (Mathematics), Merrie Bergmann, Robert Roos, Annemarie Spauster, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. MTH 111, MTH 153, and one of MTH 211, MTH 245, MTH 246;
3. At least one of 252, 262, 270, [280];
4. At least one 300-level course;
5. At least two additional CSC courses.

## **The Minor**

### **1. Systems (six courses)**

**Adviser:** Annemarie Spauster.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Recommended courses:

112	Computer Science II
231	Microcomputers and Assembly Language
262	Introduction to Operating Systems
270	Digital Circuits and Computer Systems
One of:	
[280]	Topics in Programming Languages]
290	Introduction to Artificial Intelligence
330	Topics in Database Systems
394	Introduction to Translators and Compiler Design

Prerequisite: 111.

### **2. Computer Science and Language (six courses)**

**Adviser:** Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Recommended courses:

112	Computer Science II
250	Foundations of Computer Science
[280]	Topics in Programming Languages]
290	Introduction to Artificial Intelligence
394	Introduction to Translators and Compiler Design
Two of:	
PHI 236	Linguistic Structures
PPY 221	Language
[390]	Seminar in Artificial Intelligence]

Prerequisite: 111

### 3. Mathematical Foundations of Computer Science (five courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

112	Computer Science II
250	Foundations of Computer Science
252	Design and Analysis of Algorithms
MTH 253	Combinatorics and Graph Theory
MTH 353	Advanced Topics in Discrete Applied Mathematics

Prerequisites: 111, MTH 153, MTH 211.

### 4. Simulation and Modeling (six courses)

**Advisers:** Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and other disciplines in the social and physical sciences.

Required courses:

112	Computer Science II
252	Design and Analysis of Algorithms
[MTH 270	Introduction to Numerical Methods]

One of:

MTH 247	Statistics: Introduction to Regression Analysis
ECO 280	Econometrics

Two of:

AST 222 Astronomy III: Galactic and Extragalactic Astronomy  
or appropriate courses in other disciplines.

Prerequisites: 111, MTH 111, MTH 112, MTH 211.

## Honors

**Director:** Dominique Thiébaud.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

# Dance

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## Professor

Susan Kay Waltner, M.S., *Chair*

## Associate Professor

Yvonne Daniel, Ph.D.

## Assistant Professor

"Sharon Park Arslanian, M.A.

## Visiting Artist

Edward Verso

## Five College Lecturers

Jerry Bevington, M.A. (Assistant Professor,  
Mount Holyoke College)

Jim Coleman, M.F.A. (Associate Professor,  
Mount Holyoke College)

Karey Fowler, B.A. (Lecturer, University of  
Massachusetts)

Terese Freedman, B.A. (Associate Professor,  
Mount Holyoke College)

Edward Groff, M.F.A. (Assistant Professor,  
Hampshire College)

Kenneth Lipitz (Lecturer, University of  
Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor,  
Hampshire College)

Rebecca Nordstrom, M.F.A. (Associate  
Professor, Hampshire College), *Five  
College Chair*

Deborah Poulsen (Visiting Artist in  
Residence, Mount Holyoke College)

Peggy Schwartz, M.A. (Visiting Assistant  
Professor, University of Massachusetts)

Andrea Watkins, Ph.D. (Associate Professor,  
University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor,  
Amherst College)

## Principal Pianist

Julius M. Robinson, B.S.

## Teaching Fellows

Nancy Compton, B.A.

Kathy Keillor, B.F.A.

Emily Stein

Elizabeth Tinsley

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The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances, and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make

registration, interchange, and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and or 171 in their first year and should take at least one studio class per semester.



## A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

### 151a Elementary Dance Composition: Improvisation

Study and improvisational exploration of elements of dance, such as time, space, weight, energy content. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 credits

At UMass

### 151b Elementary Dance Composition: Improvisation

A repetition of 151a.

4 credits

*Susan Waltner*

M W 2:40-4 p.m. at Smith

### 171a Dance in the 20th Century

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway.

Topic emphasis will be determined by the instructor.

4 credits

*Sharon Arslanian*, T Th 10:30 a.m.-12 noon at Smith

Also at UMass

### [181a Elementary Labanotation]

Introduction to Labanotation, a system for recording dance. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15. To be offered in 1993-94.

4 credits

### 241a Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique.

Enrollment limited to 20.

4 credits

*Terese Freedman*

T Th 9-10:30 a.m. at Mount Holyoke College

### 252a Intermediate Dance Composition

Exploring structural principles of composition, including use of space, shape, and dynamics; basic forms; two-part, three-part, theme and variations, rhythmic studies, content and expressivity in the creative process. Solo and group dance assignments, some reading and written documentation of work inside and outside of the studio. Prerequisite: 151a or b. L.

4 credits

*Susan Waltner*, M W 2:40-4 p.m. at Smith

Also at Hampshire College

### 252b Intermediate Dance Composition

Projects and discussion in the choreographic process. The student will explore in solo, duet, or group forms various devices and motivations utilized in creating dances; for example, motif and development, theme and variations, A-B-A, poetry, dialogue, music, and other outlets for dance and movement expression. Some reading and writing required; journals, critical analysis. Prerequisite: 151a or b. L.

4 credits

At UMass

### 272a Dance and Culture

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation

for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance.

4 credits

*Yvonne Daniel*

T Th 3-5 p.m. at Smith

### [273b History of Dance]

Renaissance, baroque and through the 19th century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the 19th century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances are discussed. Specific topics for discussion may include the Renaissance courtier and dance; Louis XIV and his court; the Romantic ballerina; ballet in America in the 19th century, minstrelsy.

To be offered in 1993-94.

4 credits

### [285b Laban Movement Analysis I]

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20. To be offered in 1993-94.

4 credits

### 287b Analysis of Rhythm from a Dancer's Perspective

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician, and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15.

4 credits

*Julius Robinson*

To be arranged at Smith

### [342b Scientific Foundations of Dance II]

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological

injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor.

Required of all graduate students in Dance.

To be offered in 1993-94.

4 credits

### 353a Advanced Dance Composition

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor.

4 credits

At Amherst College

### [353b Advanced Dance Composition]

A repetition of 353a. To be offered in 1993-94.

4 credits

### 375b The Anthropology of Dance

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression with a variety of forms and functions. Through lectures, readings, and films, an overview of the literature of dance and dance anthropology is revealed. The importance of myth, religion, ritual, and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance, as well as dance research methods, through dancing. Prerequisite: 272.

4 credits

*Yvonne Daniel*

To be arranged

### 377a Advanced Studies in History and Aesthetics of Dance

Topic for 1992-93: to be announced.

4 credits

*To be announced*

To be arranged

### **377b Advanced Studies in History and Aesthetics of Dance**

Topic for 1992-93: to be announced.

4 credits

*To be announced*

To be arranged

### **400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

### **400b Special Studies**

1 to 4 credits

## **B. Production Courses**

### **200a Dance Production**

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography, and production run crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged.

1 credit

*Members of the Department*

To be arranged

### **200b Dance Production**

A repetition of 200a. Orientation meeting to be arranged.

1 credit

*Members of the Department*

To be arranged

## **C. Studio Courses**

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take partial-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor

is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses 2 times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

### **249a The Mindful Body: Resources for Performers**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, and theatre through basic anatomical and functional knowledge of the body from an experimental approach. Prerequisite: One year of studio courses in dance, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E)

2 credits

*Susan Waltner, Monica Jakuc (Music)*

T Th 1-2:30 p.m.

### **[112b Isadora Duncan Dance]**

A study of the life and times of Isadora Duncan, her technique and dances, which are reconstructions of her original choreography. To be offered in 1993-94.

2 credits

### **113a Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

2 credits

*To be announced*

M W 1-2:30 p.m. at Smith

Also at Hampshire College, Mount Holyoke College, and UMass

### **113b Modern Dance I**

A repetition of 113a.

2 credits

*To be announced*

T Th 9-10:20 a.m.



**114a Modern Dance II**

For students who have taken Modern Dance I or the equivalent. L.

2 credits

*To be announced*

T Th 10:30-12 noon at Smith

Also at Hampshire College

**114b Modern Dance II**

A repetition of 114a.

2 credits

*To be announced*

To be arranged

**120a Ballet I**

Introduction to fundamentals of classical balletic form: the understanding of correct body placement; positions of feet, head, and arms; and the development of elementary habits of movement applicable to the form. L.

2 credits

*To be announced*

T Th 9-10:20 a.m. at Smith

Also at Mount Holyoke College and UMass

**120b Ballet I**

A repetition of 120a.

2 credits

*To be announced*

To be arranged

**121a Ballet II**

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L.

2 credits

*To be announced*

T Th 10:30 a.m.-12 noon at Smith

**121b Ballet II**

A repetition of 121a.

2 credits

*To be announced*

To be arranged

**130a Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*

M W 2:40-4 p.m. at Smith

Also at Mount Holyoke College and UMass

**130b Jazz I**

A repetition of 130a.

2 credits

*To be announced*

To be arranged

**131a Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Class attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*

T Th 9-10:20 a.m.

**131b Jazz II**

An elaboration of the study of jazz dance technique with an emphasis on more extensive movement vocabulary. L.

2 credits

*To be announced*

To be arranged

**136a Tap I**

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15.

2 credits

*Sharon Arslanian*

M W 1-2:30 p.m. at Smith

**137b Tap II**

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15.

2 credits

*To be announced*

M W 1-2:30 p.m.

**138a Musical Theatre**

This course covers the development of the Broadway musical historically, with emphasis on the '40s and '50s to the present. Includes

dance vocabulary used in Broadway shows, acting in dance, and the staging of songs.

2 credits

*Eduard Verso*

T Th 1-2:30 p.m.

### **143a Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings.

2 credits

*Yvonne Daniel*

M 7-10 p.m. at Smith

Also at Mount Holyoke College

### **143b Comparative Caribbean Dance I**

Afro-Haitian Dance.

2 credits

*To be announced*

To be arranged

### **[144b Comparative Caribbean Dance II]**

This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limited to 35. To be offered in 1993-94.

2 credits

### **[145b Cuban Dance Traditions]**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming, and dancing. To be offered in 1993-94.

2 credits

### **147b Middle Eastern Dance**

Study of the movements, rhythms, and history of Middle Eastern dance. Emphasis will be on the torso isolations, arm and head gestures and steps/footwork which are basic to dances of the Arab world. Students will learn to identify and dance to the various Middle Eastern rhythms (4/4, 2/4, 6/8, 9/8) and to accompany their dance with finger cymbals (zils). Enrollment limited to 30.

2 credits

*To be announced*

To be arranged

### **215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b and a minimum of one year of modern dance study.

2 credits

*To be announced*

T Th 9-10:20 a.m. at Smith

Also at Mount Holyoke College and UMass

### **215b Modern Dance III**

A repetition of 215a.

2 credits

*To be announced*

To be arranged

### **216a Modern Dance IV**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b.

2 credits

At Hampshire College

### **216b Modern Dance IV**

A repetition of 216a.

2 credits

*Susan Waltner*

To be arranged

### **222a Ballet III**

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. L.

2 credits

*Edward Verso*, M W 1-2:30 p.m. at Smith  
Also at Mount Holyoke College and UMass

### 223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

2 credits

*To be announced*, to be arranged at Smith  
Also at UMass

### 232a Jazz III

A further examination of jazz dance principles of polyrhythms, syncopation, and body isolations with an emphasis on more extended movement phrases and musicality. Focus on clarity of style and presentation. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*, T Th 1-2:30 p.m. at Smith  
Also at Mount Holyoke College and UMass

### 233b Jazz IV

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style. Class attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*  
To be arranged

### 317a Modern Dance V

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Audition required. Prerequisite: 216a or b. L and P.

2 credits

*Susan Waltner*, M W 9-10:30 a.m. at Smith  
Also at Mount Holyoke College and UMass

### 317b Modern Dance V

A repetition of 317a.

2 credits

*To be announced*  
To be arranged

### 318b Modern Dance VI

Further refinement of dance technique and performance skills. Audition required. Prerequisite: 317a or b. L and P.

2 credits

*Susan Waltner*  
To be arranged

### 324a Ballet V

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

2 credits

*Edward Verso*, T Th 3-4:50 p.m. at Smith  
Also at Mount Holyoke College and UMass

### 325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

2 credits

*Edward Verso*  
To be arranged

### 334a Jazz V

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance, and dress code as required by individual instructor. L.

2 credits

At Mount Holyoke College and UMass

### 334b Jazz V

A repetition of 334a.

2 credits

*To be announced*  
To be arranged

## C. The Major

**Advisers:** Sharon Arslanian and Susan Waltner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance



history, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

**Requirements:**

1. 171 and 272 or [273]
2. 241
3. [181] or [285]
4. 151, 200, and 252
5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.
6. three courses from the following: 287, 353, 377, [342], 375

## D. The Minor

**Advisers:** Members of the Smith College Department of Dance.

**Requirements:** Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and two studio classes (each worth two credits). The elective courses may be chosen from [181], 241, 252, 272, [273], [285], 287, 353, and 375. One of the elective courses may consist of one studio course plus 2 credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**Studio Courses:** Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that en-

rollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

**Studio Courses:**

136	Tap I
137	TapII
[138	Musical Theatre]
143	Comparative Caribbean Dance
[144	Comparative Caribbean Dance II]
[145	Cuban Dance Traditions]
147	Middle Eastern Dance
[112	Duncan Dance]
113	Modern Dance I
114	Modern Dance II
215	Modern Dance III
216	Modern Dance IV
317	Modern Dance V
318	Modern Dance VI
120	Ballet I
121	Ballet II
222	Ballet III
223	Ballet IV
324	Ballet V
325	Ballet VI
130	Jazz I
131	Jazz II
232	Jazz III
233	Jazz IV
334	Jazz V

## Honors

### 430d Thesis

8 credits

### 431a Thesis

8 credits

## E. Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

**Adviser:** To be announced.

## F. Graduate: M.F.A. Program

**Adviser:** Sharon Arslanian.

"P" indicates that permission of the instructor is required.

### 510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic, and jazz. Eight to 10 hours of studio work. P.

4 credits

*To be announced*

To be arranged

### 510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite: 510a. P.

4 credits

*To be announced*

To be arranged

### 520a Theory and Practice of Dance IIA

Studio work in dance technique. Prerequisites: 510a and b. P.

4 credits

*To be announced*

To be arranged

### 520b Theory and Practice of Dance IIB

Studio work in dance technique. Prerequisites: 510a and b, 520a. P.

4 credits

*To be announced*

To be arranged

### [521a Choreography as a Creative Process]

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. To be offered in 1993-94.

4 credits

### 540a History and Literature of Dance

Emphasis will include: in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history.

4 credits

*Sharon Arslanian*

M W 10:30 a.m.-12 noon

### 553b Choreography and Music

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

4 credits

*Yvonne Daniel*

M W 2:30-4 p.m.

### 590a Research and Thesis

Production project.

4 credits

### 590b Research and Thesis

4 credits

### 591a Special Studies

4 credits

### 591b Special Studies

4 credits

# East Asian Languages and Literatures

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## Professor

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature), *Acting Chair*

## Assistant Professors

Maki Hirano Hubbard, Ph.D.

†Susan Cherniack, Ph.D.

\*Takao Hagiwara, Ph.D.

Teresa Yu, Ph.D.

## Lecturers

Tomiko Hayashi, M.A.

Shin-Yun Yeh, M.A.

Sachiko Sakai, B.A.

Keiko Ueda, B.A.

## Assistants

Jai Xiang Dai, M.A.

Keiko Ueda, B.A.

## A. Courses in English

### [CHI 241a The Chinese Literary Tradition: From Early Times to the Sung]

A survey of Chinese literature from its beginnings to the end of the Sung dynasty. The values of Chinese literary civilization, the role of the Confucian classics, and developments in lyric poetry, rhapsody, fiction and other prose genres, and literary criticism will be examined through a study of representative works. To be offered in 1993-94.

4 credits

### [CHI 242b The Chinese Literary Tradition: Yüan to the Present]

A survey of Chinese literature from the Yüan dynasty to contemporary times. Developments in poetry, drama, the novel and other prose genres, and literary criticism will be examined through a study of representative master works. Special attention will be given to aspects of continuity and change in the modern world. To be offered in 1993-94.

4 credits

### CHI 260b Modern Chinese Literature

Modern China has undergone profound social, cultural and political changes that in a relatively short time have challenged centuries of Confucian tradition and institutions.

The course focuses on the presentation of self and society in modern Chinese literature, the role of the writer and intellectual in modern China, and the development of the Chinese narrative and poetic traditions. Readings include selected fiction and poems in translation from the late Qing Dynasty to the present, covering works of the May Fourth period, PRC literature, and writings from Taiwan. Whenever possible students are encouraged to make comparisons with Western literature.

4 credits

*Teresa Yu*

T Th 10:30-11:50 a.m.

### [CLT 360b The Ethics of Chinese and Western Literature]

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To late comers? In defining the problematics of culture, how do they help readers make



moral choices? What validity do they have outside the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. To be offered in alternate years. To be offered in 1993-94.  
4 credits

### **JPN 230a Japanese Language and Culture**

The study of Japanese at the socio-cultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics, and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. Offered in alternate years.

4 credits

*Maki Hirano Hubbard*

T Th 3-4:30 p.m.

### **[JPN 250a Classical Japanese Literature in Translation]**

Readings in translation in poetry, narrative, and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. To be offered in 1993-94.

4 credits

### **[JPN 260b Modern Japanese Literature in Translation]**

Selected readings in translation from modern Japanese fiction and poetry by representative writers such as Yasunari Kawabata, Yukio Mishima, and Kenji Miyazawa. This course explores the authors' literary styles and such themes as *amae* (dependence), alienation, death, and nature. To be offered in 1993-94.

4 credits

### **JPN 360b Seminar: Images of Women in Japanese Literature**

Changing and unchanging aspects of the image of women in Japanese literature will be examined through readings in ancient and modern fiction, drama, and poetry. Students will also consider possible new approaches to male-female relationships which are suggested by contemporary texts. Texts by Murasaki Shikibu, Sei Shonagon, Chikamatsu,

Saikaku, Tanizaki, Kawabata, Enchi, Kono, Tsushima, etc. All readings are in English translation. Prerequisite: at least one course in Japanese literature or permission of the instructor.

4 credits

*Takao Hagiwara*

T 3-4:50 p.m.

### **CLT 260b Modern Japanese Literature and the West**

Comparing a selection of modern Japanese novels with their Western counterparts, this course will clarify Japan's indigenous sensibility and its transformation after the Meiji Restoration (1868). Comparisons will focus on a group of interrelated themes such as alienation, innocence, death, man-woman relationships, and nature. Texts by Soseki, Mishima, Endo, Enchi, Kafka, Mann, Salinger, etc. All readings are in English translation. No prior training in Japanese language or culture is required. Offered in alternate years.

4 credits

*Takao Hagiwara*

M Th 7:30-9:20 p.m.

## **B. Chinese Language**

Credit is not granted for the first semester only of an introductory language course.

### **CHI 110d Intensive Elementary Chinese**

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures, and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters.

12 credits

*Teresa Yu*

M W F 9-9:50 a.m., T Th 9-10:20 a.m.

### **CHI 220d Intermediate Chinese**

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 110d.

8 credits

*Shin-Yun Yeb*

M W F 9-9:50 a.m.; drill Th 4-4:50 p.m.

**CHI 301a Advanced Chinese**

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audio-visual materials. Prerequisite: 220d or the equivalent.

4 credits

*Teresa Yu*

M W F 1:10-2:20 p.m.

**CHI 302b Advanced Chinese**

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.

Prerequisite: 301a.

4 credits

*Shin-Yun Yeh*

M W F 1:10-2:20 p.m.

**CHI 404a Special Studies**

For students engaged in independent projects in connection with China-related individual studies.

4 credits

**CHI 404b Special Studies**

4 credits

## C. Japanese Language

Credit is not granted for the first semester only of an introductory language course.

**JPN 110d Intensive Elementary Japanese**

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Enrollment limited to 15 per section.

12 credits

*Tomiko Hayashi, Sachiko Sakai*

Section I: M W F 9-9:50 a.m., T Th 9-10:20 a.m.

Section II: M W F 10-10:50 a.m., T Th 10:30-11:50 a.m.

Section III: M W F 10-10:50 a.m., T Th 10:30-11:50 a.m.

**JPN 220d Intermediate Japanese**

Course focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices. Oral/aural communicative skills will be attained together with a solid understanding of

the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 13 per section.

8 credits

*Maki Hirano Hubbard, Keiko Ueda*

Section I: M W F 11 a.m.-12:10 p.m.

Section II: M W F 1:10-2:20 p.m.

**JPN 301a Advanced Japanese**

Development of advanced proficiency in speech and reading through study of varied prose pieces and audio-visual materials.

Prerequisite: 220d or the equivalent.

4 credits

*Tomiko Hayashi*

M W F 2:40-4 p.m.

**JPN 302b Advanced Japanese**

A continuation of 301a. Prerequisite: 301a or the equivalent.

4 credits

*Tomiko Hayashi*

M W F 2:40-4 p.m.

**JPN 350b Contemporary Texts**

Study of various contemporary texts from newspapers, magazines, learned journals, and literary works, with a view to developing reading competence in original materials through advanced syntactic analysis and exposure to all *Kanji* in ordinary usage. Class and discussions are normally conducted in Japanese. Prerequisite: 301a, 302b or the equivalent.

4 credits

*Takao Hagiwara*

T Th 1-2:50 p.m.

**JPN 404a Special Studies**

For students engaged in independent projects in connection with Japan-related studies.

4 credits

**JPN 404b Special Studies**

4 credits

## The Minor

**Advisers:** Members of the Department.

The course requirements are designed so that a student will concentrate on either Chinese or Japanese language and literature, but will have the option of being exposed to the other.

**Requirements:**

The first year of Chinese (CHI 110d) or Japanese (JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses in the following distribution:

1. Intermediate Chinese (CHI 220d) or Intermediate Japanese (JPN 220d).
2. Four courses on East Asian literature in translation and linguistics chosen from the following:

[CHI 241a	The Chinese Literary Tradition: From Early Times to the Sung]
[CHI 242b	The Chinese Literary Tradition: Yüan to the Present]
CHI 260b	Modern Chinese Literature
CHI 301a	Advanced Chinese
CHI 302b	Advanced Chinese (A continuation of 301a)
CHI 404a,b	Special Studies
CLT 260b	Modern Japanese Literature and the West
[CLT 360b	The Ethics of Chinese and Western Literature]
JPN 230a	Japanese Language and Culture
[JPN 250a	Classical Japanese Literature in Translation]
[JPN 260b	Modern Japanese Literature in Translation]
JPN 301a	Advanced Japanese
JPN 302b	Advanced Japanese (A continuation of 301a)
JPN 350b	Contemporary Texts
JPN 360b	Seminar: Images of Women in Japanese Literature
JPN 404a,b	Special Studies

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.



# East Asian Studies

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## Professor

Marylin Rhie, Ph.D., Art and East Asian Studies, *Director*

## Participating Faculty

†Susan Cherniack, Assistant Professor of East Asian Languages and Literatures

Daniel K. Gardner, Professor of History

Steven M. Goldstein, Professor of Government

\*Takao Hagiwara, Assistant Professor of East Asian Languages and Literatures

Tomiko Hayashi, Lecturer in East Asian Languages and Literatures

Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures

James B. Hubbard, Yehan Numata Lecturer in Buddhist Studies

Sachiko Sakai, Lecturer in East Asian Languages and Literatures

Keiko Ueda, Lecturer and Assistant in East Asian Languages and Literatures

Taitetsu Unno, Professor of Religion and East Asian Studies

†Dennis Yasutomo, Associate Professor of Government

Shin-Yun Yeh, Lecturer in East Asian Languages and Literatures

Teresa Yu, Assistant Professor of East Asian Languages and Literatures

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## HST 218b (C) Thought and Art in China

Topic for 1992-93: Thought and Art in the T'ang and Sung Dynasties.

4 credits

*Daniel Gardner, Marylin Rhie*

T 1-4 p.m.

## [GOV 226a Government and Politics of Japan]

4 credits

*Dennis Yasutomo*

## [249a Traditional Japan]

An introduction to premodern Japan. The course will survey the development and evolution of Japan's society, cultural traditions, political identity, and interaction with foreign cultures from its origins to the 19th century. To be offered in 1993-94.

4 credits

## [250b Modern Japan]

An introduction to and analysis of Japanese culture and society in the 20th century. While the course will survey Japan's international

emergence since the Meiji Restoration

(1868), primary emphasis will be placed on developments in post-World War II society, culture, and political economy. To be offered in 1993-94.

4 credits

*Dennis Yasutomo*

## 270a Colloquium in East Asian Studies

Topic for 1992-93: The Art of Korea.

4 credits

*Marylin Rhie*

T 1-4 p.m.

## REL 272b Colloquium in East Asian Religions

Topic for 1992-93: Japanese Buddhism. The development of Buddhism in Japan in relation to Japanese history and culture. Attention will be given to the role of Buddhist doctrine, ritual, and institution and its relation to the state, from its earliest inception to the present day, and to the diffusion of Buddhist values in Japanese culture, particularly in the aesthetic realm (literature, gar-

dens, tea, the martial arts, etc.) Prerequisite: 270, 271, EAS 249, or permission of the instructor.

4 credits

*James Hubbard*

T Th 3-4:50 p.m.

**[REL 274b Japanese Buddhism and Buddhist Art]**

**[279b Colloquium: The Art and Culture of Tibet]**

The architecture, painting, and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. To be offered in 1993-94.

4 credits

*Marylin Rhie*

**[GOV 346a Seminar in International Politics]**

4 credits

*Dennis Yasutomo*

**[GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]**

Permission of the instructor is required.

4 credits

*Dennis Yasutomo*

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

## The Minor

**Advisers:** Susan Cherniack, Daniel K. Gardner, Takao Hagiwara, Maki Hirano, Hubbard, Marylin M. Rhie, Taitetsu Unno, Dennis Yasutomo, Teresa Yu.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any

major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

**Requirements:** The first year of Chinese or Japanese language (CHI 110d or JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese or Japanese language (CHI 220d or JPN 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian art, literature, religion, or other humanities;
  - II. East Asian history, government, economics, or other social sciences.

### Division I

[ART 207a]	The Art of China]
[ART 208b]	The Art of Japan]
ART 375b	Asian Art
[CHI 241a]	The Chinese Literary Tradition: From Early Times to the Sung]
[CHI 242b]	The Chinese Literary Tradition: Yuan to the Present]
CHI 260b	Modern Chinese Literature
CLT 260b	Modern Japanese Literature and the West (in translation)
[CLT 360b]	The Ethics of Chinese and Western Literature]
[EAS 249a]	Traditional Japan]
EAS 270a	Colloquium in East Asian Studies
[EAS 279b]	The Art and Culture of T'iet]
HST 218b	Thought and Art in China: The T'ang and Sung Dynasties
JPN 230a	Japanese Language and Culture
[JPN 250a]	Classical Japanese Literature in Translation]
[JPN 260b]	Modern Japanese Literature in Translation]
JPN 360b	Seminar: Images of Women in Japanese Literature
REL 110b	Poetry as Contemplation (Section A)
REL 110b	Politics of Enlightenment (Section E)

REL 271a	Buddhist Thought
REL 272b	Colloquium in East Asian Religions: Japanese Buddhism
[REL 274b	Japanese Buddhism and Buddhist Art]
REL 371b	Problems in Buddhist Philosophy

## Division II

[EAS 249a	Traditional Japan]
[EAS 250b	Modern Japan]
[GOV 226a	The Government and Politics of Japan]
GOV 228b	The Government and Politics of China
[GOV 343b	Seminar on Foreign Policy of the Chinese People's Republic]
[GOV 346a	Seminar in International Politics: Conflict and Cooperation in Asia]
[GOV 349b	Seminar in Comparative Government and International Relations: Foreign Policy of Japan]
HST 211a	The Emergence of China
HST 212b	East Asia in Transformation, A.D. 600-1850
HST 213a	Aspects of Chinese and Japanese History: The Intellectual Foundations of China
HST 214b	Aspects of Chinese History: Religion in China
HST 218b	Thought and Art in China: The T'ang and Sung Dynasties
[HST 317a	Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.



# Economics

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## Professors

Robert T. Averitt, Ph.D.  
 "Frederick Leonard, Ph.D.  
 Mark Aldrich, Ph.D.  
 Cynthia Taft Morris, Ph.D.  
 Andrew Zimbalist, Ph.D.  
 Randall Bartlett, Ph.D.  
 Robert Buchele, Ph.D., *Chair*  
 Roger T. Kaufman, Ph.D.

"Karen Pfeifer, Ph.D.  
 Thomas A. Riddell, Ph.D.  
 "Nola Reinhardt, Ph.D.  
 Robert J. McIntyre, Ph.D.  
 "Elizabeth Savoca, Ph.D.  
 Deborah Haas-Wilson, Ph.D.

## Assistant Professor

Mahnaz Mahdavi, Ph.D.

## Associate Professors

Charles P. Staelin, Ph.D.

## Assistant in Social Sciences

Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253, and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to take 227 and 280 as well as MTH 111, 112 and 211.

## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand analysis and its application to contemporary economic problems. Attendance is required at four Monday evening combined section meetings.

4 credits

*Deborah Haas-Wilson, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 150b Introductory Microeconomics

A repetition of 150a. Attendance is required at four Monday evening combined section meetings.

4 credits

*Karen Pfeifer, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 1:10-2 p.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 153a Introductory Macroeconomics

Major determinants of unemployment and inflation and policies for promoting full employment and price stability. Attendance is required at four Monday evening combined section meetings.

4 credits

*Frederick Leonard, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 153b Introductory Macroeconomics

A repetition of 153a. Attendance is required at four Monday evening combined section meetings.

4 credits

*Roger Kaufman, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### **190a Introduction to Statistics for Economists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of micro computers to analyze labor market survey data on the earnings and work experiences of men and women.

4 credits

*Robert Buchele, Molly Robinson (Social Sciences)*

T Th 10:30-11:50 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 2:10-4 p.m.; or to be rearranged

### **190b Introduction to Statistics for Economists**

A repetition of 190a.

4 credits

*Elizabeth Savoca, Molly Robinson (Social Sciences)*

T Th 10:30-11:50 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 1:10-3 p.m.; or to be arranged

### **227b Mathematical Economics**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, ECO 253, and 250 or permission of the instructor.

4 credits

*Roger Kaufman*

T Th 10:30-11:50 a.m.

## **B. Economic Theory**

### **250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures and to the principles gov-

erning resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150.

4 credits

*Cynthia Taft Morris*

Lec. M W 1:10-2:30 p.m.; dis. Th 11-11:50 a.m.; Th 1-1:50 p.m.; Th 3-3:50 p.m.

### **250b Intermediate Microeconomics**

A repetition of 250a.

4 credits

*Charles Staelin*

Lec. M W F 9-9:50 a.m.; dis. M 1:10-2 p.m.; T 3-3:50 p.m.; W 2:40-3:30 p.m.

### **253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 credits

*Roger Kaufman*

Lec. M W F 11 a.m.-12:10 p.m.; dis. W 2:40-3:30 p.m.; F 10-10:50 a.m.; F 1:10-2 p.m.

### **253b Intermediate Macroeconomics**

A repetition of 253a.

4 credits

*To be announced*

Lec. T Th 9-10:20 a.m.; dis. T 1-1:50 p.m.; W 9-9:50 a.m.; W 1:10-2 p.m.

### **[256a Marxian Political Economy]**

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. To be offered in 1993-94.

4 credits

### **270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 credits

*Robert Averitt*

M W F 11-11:50 a.m.

**280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190 or MTH 107 or MTH 245, and MTH 111.

4 credits

*Robert Buchele*

M W F 10-10:50 a.m.

**321a Seminar: Economics of Organizations**

Economic analysis of administrative structures as actors in, and substitutes for, markets. Organizations as economic cost reducing institutions. Internal characteristics, impacts on economic performance, information and decision making. Effective use of human talent via internal labor markets. Determinants of the boundaries between organizations and markets. Prerequisite: 250a or b. Offered in alternate years.

4 credits

*Randall Bartlett*

M 7:30-9:30 p.m.

**333a Seminar: Free Market Economics**

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253.

4 credits

*Fred H. Leonard*

T 1-2:50 p.m.

**C. The American Economy****220b Labor Relations and Economic Performance**

The role of education, training, and labor-management relations in productivity growth and international competitiveness. Comparative analysis of labor relations and economic performance in the U.S. and other major OECD countries (e.g., Japan, Germany, and Sweden). New directions in labor relations at

the workplace. Are unions any longer relevant? Prerequisites: 150, 153, and 190.

4 credits

*Robert Buchele*

T Th 1-2:20 p.m.

**PPL 220a Public Policy Analysis****222a Women's Labor and the Economy**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150; 190 is suggested.

4 credits

*Mark Aldrich*

M W F 10-10:50 a.m.

**224b Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150a or b.

4 credits

*Mark Aldrich*

T Th 9-10:20 a.m.

**[225a Political Economic Analysis]**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200b. To be offered in 1993-94.

4 credits

**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153.

4 credits

*Randall Bartlett*

M W F 11-11:50 a.m.



**243a Economics of the Public Sector**

The role of the public sector in economic activity: the implications for resource allocation, income distribution, and economic stabilization. An examination of expenditure analysis and tax theory. Analytical tools developed in the course applied to contemporary policy problems, e.g., the federal budget deficit, the trade deficit, tax reform, etc. Prerequisite: 250 or permission of the instructor. 4 credits

*Thomas Riddell*

M W F 10-10:50 a.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 111, and 190. 4 credits

*Mahnaz Mahdavi*

M W 2:40-4 p.m.

**[257b Growth and Crisis in the U.S. Economy]**

Alternative theories of the dynamics of accumulation, the business cycle, and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neo-classical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unemployment, price inflation, and structural change from 1970 to the present. Prerequisites: 150 and 153. To be offered in 1993-94. 4 credits

**275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. 4 credits

*Robert Averitt*

M W F 11-11:50 a.m.

**[283a American Economic History: Colonial Times to 1870]**

Economic change in the United States, including the growth of markets, impact of

British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150 and 153. To be offered in 1993-94. 4 credits

**285a American Economic History: 1870-1980**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153. 4 credits

*Mark Aldrich*

M W F 9-9:50 a.m.

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the United States economy. Prerequisites: 150 and 153. 4 credits

*Thomas Riddell*

M W F 1:10-2:10 p.m.

**314b Industrial Organization**

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures, and anti-trust law. Prerequisite: 250. 4 credits

*Deborah Haas-Wilson*

T Th 10:30-11:50 a.m.

**315b Seminar: The Economics of Regulation**

Current problems in government regulation of business. Traditional regulation and the

more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250.

4 credits

*Deborah Haas-Wilson*

Th 1-2:50 p.m.

### 317a Law and Economics

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety, and evolution of property rights; the problems of common pool resources, including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250.

4 credits

*Charles Staelin*

T Th 1-2:20 p.m.

### [327b Seminar: Economic Methodology]

Topic: Socio-Economics. Examines the evolution of "the economy" in the context of specific societies comprised of interacting and evolving institutions, the embedment of economic behavior in general social behavior, the treatment of economic science as one of several interrelated social sciences, and the moral and political implications of the socio-economic versus the neo-classical vision of economic behavior in contemporary society. Prerequisites: 150, 153, 250, and one additional course in economic systems (209, 211, 236), or economic history. To be offered in 1993-94.

4 credits

### 331a Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250.

4 credits

*Andrew Zimbalist*

W 7:30-9:30 p.m.

## D. International and Comparative Economics

### 202b The Political Economy of World Geography

Is the world's population growing too fast for its resource base? What are the economic dimensions of global environmental degradation? Are there efficient solutions to the problems of deforestation, the buildup of toxic wastes, the depletion of the ozone layer, and global warming? Can cultural identities survive the onslaught of economic development? This course will focus on developing a basic understanding of world geography, global interdependence, and the political economy of the world system for responsible citizenship in the 21st century. Prerequisite: 150 or 153 or permission of the instructor. Offered in alternate years.

4 credits

*Thomas Riddell*

T Th 9-10:20 a.m.

### 205a International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the pure theory of international trade, the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order. Prerequisite: 250.

4 credits

*Mahnaz Mahdavi*

T Th 9-10:20 a.m.

### 206b International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects. Prerequisite: 253.

4 credits

*Charles Staelin*

M W F 10-10:50 a.m.

### **207b The Early Development of Capitalism in Europe: Contrasts with Eastern Europe Today**

What kinds of institutions (private and public, political and economic) helped spread economic improvements during early capitalist growth? What kinds did not? European experience shows us the complexity of the institutions required to make capitalism succeed in raising living standards. Today, sudden shifts to capitalist systems in Eastern Europe are causing living standards to fall (at least in the short run). The resulting political instability threatens the survival of newly established representative political systems. What can be learned from a study of early European capitalism about the problems confronting capitalist development in Eastern Europe?

Prerequisite: 150; 153 is recommended.

4 credits

*Cynthia Taft Morris*

M W 1:10-2:30 p.m.

### **[208a European Economic History]**

Covers the industrial revolutions of north-western Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor. To be offered in 1993-94.

4 credits

### **209a Comparative Economic Systems**

A survey of various market and planned economies, including the ex-Soviet Union, Germany, France, Sweden, Japan, Eastern Europe, Cuba, and China. Analytical emphasis on the distinction between market, planned, and mixed economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

4 credits

*Robert McIntyre*

M W 2:40-4 p.m.

### **211a Economic Development**

An overview of major economic issues in the Third World (Asia, Latin America, Africa, and the Middle East). Examines theory, institutions, and development policy. Topics include trade, industrial and agricultural development, multinational investment, employ-

ment and technology, women in development, fiscal policy, and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. Recommended: 250.

4 credits

*Nola Reinhardt*

M W 2:40-4 p.m.

### **[213b The World Food System]**

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. To be offered in 1993-94.

4 credits

### **214a Economies of the Middle East and North Africa**

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153.

4 credits

*Karen Pfeifer*

T Th 9-10:20 a.m.

### **235b Russian Economy**

A survey of the development of the economic institutions and behavioral patterns of the Soviet and post-Soviet period. The economic development experience, mechanisms and problems of central planning, and the diverse history of reform efforts will be considered. Special attention will be given to the period after August 1991, and the mixture of state-directed and market arrangements that emerged in the various successor republics. Prerequisites: 150 and 153.

4 credits

*Robert McIntyre*

T Th 10:30-11:50 a.m.



**311a Seminar: Topics in Economic Development**

Topic for 1992-93: Poverty in History and Today. This course begins with an examination of the structure and causes of urban poverty in the United States, stressing structural changes induced in part by international competition. It then shifts to poverty in East Germany today, where industry struggles in the face of West German and international competition. Next it examines the course of poverty in Western Europe during the early phases of capitalism, asking: Why did some countries experience more poverty than did others during early industrialization? The final weeks of the course treat underdeveloped countries, comparing the structure and causes of poverty in selected Asian and African countries with those in the urban U.S., in Eastern Germany today, and in early modern Europe. Prerequisites: 150, 153 and 209; 250 or permission of the instructor.

4 credits

*Cynthia Taft Morris*

T 3-4:50 p.m.

**311b Seminar: Topics in Economic Development**

Topic for 1992-93: Transitions to the Market in Eastern Europe: the Economies of Czechoslovakia, Poland, the Erstwhile GDR and Hungary. Questions of privatization, marketization, the sequencing of reforms, the survival of mixed forms of ownership, and the social-policy consequences of these changes will be studied over the period from 1981-1992. Prerequisites: 150, 153 and 209, 250 or permission of the instructor.

4 credits

*Robert McIntyre*

Th 7:30-9:30 p.m.

**318b Seminar: Latin American Economics**

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. Recommended background: 205 and 206.

4 credits

*Andrew Zimbalist*

Th 3-4:50 p.m.

**404a Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

8 credits

**The Major**

**Advisers:** Robert Averitt, Mark Aldrich, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt.

Basis 150 and 153.

Requirements: Ten semester courses including the basis, 190 (or MTH 245), 250, 253, and one 300-level course (or honors thesis).

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

## The Minor

**Advisers:** Same as for the major.

Requirements: six courses in economics.

Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

## Honors

**Director:** Roger Kaufman.

Basis: 150 and 153.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190 (or MTH 245), 250, 253, and a thesis counting for 8 credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

# Education and Child Study

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## Professors

"Seymour William Itzkoff, Ed.D.  
 Raymond A. Ducharme, Jr., Ed.D.  
 Alan L. Marvelli, Ed.D.  
 Sue J. M. Freeman, Ph.D., *Chair*  
 \*Alan N. Rudnitsky, Ph.D.

## Assistant Professors

Rosetta Marantz Cohen, Ed.D.  
 Ageliki Nicolopoulou, Ph.D.

## Instructor

R. Scott Baker, M.A.

## Lecturers

Gordon L. Noseworthy, Ed.D.  
 Patricia M. MacLachlan, B.A.  
 Karen Conklin, Ed.D.  
 †Karen Tarlow, D.M.A.  
 Francis L. Gougeon, Ed.M.  
 †Elena Mustakova-Naydenova, M.A.

---

## Practice Teaching Supervisor

Martha Batten, M.Ed.

## Teaching Fellows

Sharon E. Keinard, B.A.  
 Veronica M. Lozano, B.A.  
 Hope S. Nye, B.A.  
 Jennifer M. Shea, B.S.  
 Susan L. Thompson, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools, are urged to consult the department as early as possible during their college career.

## 340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process, and curriculum. Open only to senior majors.

4 credits

*Raymond Ducharme*

M 3-5 p.m.

## Historical and Philosophical Foundations

### 110a Change and Challenge in American Education

Changes and current issues in American education are examined from historical, philosophical, psychological, and sociopolitical perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department.

4 credits

*Rosetta Marantz Cohen, Director, and Members of the Department*

M W F 10-10:50 a.m.



**120b Education and the Liberal Arts**

History of the development of the concept of a liberal arts education.

4 credits

*To be announced*

To be arranged

**[221a Classical Education]**

Civilization and the ideals of the Greeks and Romans. A study of the lives and writings of Socrates, Plato, Aristotle, Marcus Aurelius, and others. To be offered in 1993-94.

4 credits

**222b Modern Educational Classics**

The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey, and others in the modern tradition in schooling and society.

4 credits

*R. Scott Baker*

T Th 9-10:20 a.m.

**236a American Education**

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 credits

*R. Scott Baker*

T Th 1:30-2:50 p.m.

**[336b Seminar in American Education]**

To be offered in 1993-94.

4 credits

**552a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

M 3-5 p.m.

**Sociological and Cultural Foundations****200b Education in the City**

Education problems of the inner city considered in the context of schools, teachers, students, and community.

4 credits

*R. Scott Baker*

T Th 1-2:50 p.m.

**232b Foundations of Secondary Education**

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to first-year students.

4 credits

*Rosetta Marantz Cohen*

T Th 10:30-11:50 a.m.

**234b Modern Problems of Education**

Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, values, and society.

4 credits

*R. Scott Baker*

M W F 11 a.m.-12:10 p.m.

**237a Comparative Education**

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world.

4 credits

*R. Scott Baker*

M W F 11 a.m.-12:10 p.m.

**332b Seminar in Humanism and Education**

Topic for 1992-93: Women as Mothers, Women as Leaders. Admission by permission of the instructor.

4 credits

*Sue Freeman*

Th 1-2:50 p.m.

**337b Seminar: Literacy in Cross-Cultural Perspective**

Examines the significance of literacy for both societies and individuals, the processes by which it is transmitted across generations, and its role in development and education. The course will begin by laying out a basic historical and theoretical framework for the study of literacy; will then focus more closely on the nature and social organization of literacy in different socio-cultural contexts, as well as its place in individual development; and will conclude by dealing with some current inquiries and controversies regarding such issues as cultural variations in the forms and uses of literacy, the determinants of success and failure in the acquisition of

literacy, and the possible emergence of new forms of literacy in the contemporary world. Prerequisite: 235 or permission of the instructor.

4 credits

*Ageliki Nicolopoulou*

M W 1:10-2:30 p.m.

### **341a The Child in Modern Society**

Examines the experience of childhood in modern society and the ways that it is currently defined and socially organized. In the process, considers child-rearing institutions (e.g., family and formal education) in their wider social context and places them in comparative and historical perspective. Using an interdisciplinary approach, draws on both theoretical treatments and empirical studies (including historical and ethnographic analyses). Aim is to help students develop a theoretically, historically, and culturally informed perspective on childhood and human development which they can bring to bear on key issues. Prerequisite: 235 or permission of the instructor.

4 credits

*Ageliki Nicolopoulou*

M W 1:10-2:30 p.m.

### **361a Sociobiology and Education**

How social and cultural behavior is influenced by our biological nature. Special reference to gender issues, ethnicity, and education. The impact of intelligence variability. (E)

4 credits

*Seymour Itzkoff*

M W F 1:10-2:30 p.m.

## **Learners and the Learning Process**

### **235a Child and Adolescent Growth and Development**

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings.

4 credits

*Ageliki Nicolopoulou*

T Th 10:30-11:50 a.m.

### **235b Child and Adolescent Growth and Development**

A repetition of 235a.

4 credits

*Ageliki Nicolopoulou*

T Th 10:30-11:50 a.m.

### **238b Educational Psychology**

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

4 credits

*To be announced*

T Th 9-10:20 a.m.

### **[239b Counseling Theory and Education]**

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1993-94.

4 credits

*Sue Freeman*

### **[248b Special Education]**

A study of current ideas and trends in the educational, political, and social community of exceptional children and adults. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. To be offered in 1993-94.

4 credits

*Sue Freeman*

### **249b Children Who Cannot Hear**

Educational, social, scientific, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

4 credits

*Alan Marvelli*

T Th 9-10:20 a.m.

### **350a Learning Disabilities**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. Admission by permission of the instructor.

4 credits

*Sue Freeman*

Th 1-2:50 p.m.

### **[353b Education of the Gifted]**

What are giftedness and talent? The complexity of human intelligence. Identification and

educational development of ability. The social significance of the gifted. Prerequisite: one course in education or permission of the instructor. To be offered in 1993-94.

4 credits

### **510a Development of Children and Adolescents in Modern Society**

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and socio-cultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts.

4 credits

*Ageliki Nicolopoulou*

Th 7:30-9:30 p.m.

### **540b Research in Education**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of instructor.

4 credits

*Alan Rudnitsky*

M 3-5 p.m.

### **567a English Language Acquisition and Deafness**

A psycholinguistic account of English language acquisition of normal-hearing and deaf children. Both theory and empirical research are stressed and links are made to contemporary developments in language assessment and intervention.

4 credits

*Peter de Villiers*

M 2:40-4:30 p.m.

## **Curriculum and Instruction**

### **[231b Care and Education of Young Children]**

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell, and others. The

child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with pre-school children and conferences with professionals in the area. Required practicum, observations, and field trip. To be offered in 1993-94.

4 credits

### **532b Children's Literature**

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor.

4 credits

*To be announced*

W 7-9:30 p.m.

### **[333b Computers in Education]**

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor. To be offered in 1993-94.

4 credits

*Alan Rudnitsky*

### **338a The Reading Process**

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs. Prerequisite: one course in education or permission of the instructor.

4 credits

*Seymour Itzkoff*

M 7:30-9:30 p.m.

### **339b Diagnosis and Remediation of Reading Disabilities**

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness.



4 credits

*Sue Freeman*

Th 3-4:50 p.m.

### **347a Individual Differences Among Learners**

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisite: 235 or 238.

4 credits

*Sue Freeman*

Th 3-4:50 p.m.

### **[356b Curriculum Principles and Design]**

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor. To be offered in 1993-94.

4 credits

*Alan Rudnitsky*

### **[305a The Teaching of Art]**

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years.

4 credits

*Cathy Topal*

### **316b The Teaching of Music**

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.

4 credits

*Karen Tarlow*

M 7:30-9:30 p.m.

### **345d Preschool and Elementary Curriculum and Methods**

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April.

12 credits

*Alan Rudnitsky, Martha Batten, and Members of the Department*

T 3-4:50 p.m.

### **346a Curriculum and Methods in Secondary Schools**

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor.

4 credits

*Rosetta Marantz Cohen*

T 3-4:50 p.m.

### **346b Curriculum and Methods in Secondary Schools**

A repetition of 346a.

4 credits

*Rosetta Marantz Cohen*

T 3-4:50 p.m.

### **[381a The Teaching of History and the Social Studies]**

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232a. Admission by permission of the instructor. To be offered in 1993-94.

4 credits

### **554b Cognition and Instruction**

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 7:30-9:30 p.m.

## Special Studies

### 400a Special Studies

1 to 4 credits

### 400b Special Studies

1 to 4 credits

## The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

**Director of Teacher Education:** Alan Rudnitsky.

### Teacher/Lecturers—Secondary Program

Chris Brennan, M.A. (English)  
Dorla Brock, M.A. (Mathematics)  
Fay Villani, B.A. (History)  
Laura Wenk, M.A. (Biology)

### Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.  
Elizabeth Cooney, A.B.  
Michelle S. Dils, B.S.  
Marie A. Frank, M.Ed.  
Martha N. Guzowski, B.S.  
Rita F. Harris, B.S.  
Janice Henderson, Ed.M.  
Shauneen Kroll, A.B.  
Carol Peto-Ostberg, A.B.

Rosemary E. Rigoletti, B.S.  
Maureen Ross, B.A.  
Janice Marie Szymaszek, Ed.M.  
Gary A. Thayer, B.A.  
Sandra Warren, Ed.M.  
Thomas M. Weiner, M.Ed.

## The Minor

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are elective. The specific courses taken by a student are worked out with a faculty adviser.

### a. Special Needs

**Adviser:** Sue Freeman.

[EDC 248b	Special Education]
EDC 249b	Children Who Cannot Hear (e)
EDC 339b	Diagnosis and Remediation of Reading Disabilities (e)
EDC 347a	Individual Differences Among Learners (e)
EDC 350a	Learning Disabilities (e)
[EDC 353b	Education of the Gifted (e)]

### b. Child Development/Early Childhood

**Adviser:** Ageliki Nicolopoulou.

EDC 341a	The Child in Modern Society (e)
EDC 345d	Preschool and Elementary Curriculum and Methods (e)
EDC 347a	Individual Differences Among Learners (e)

## c. Learning and Instruction

**Advisers:** Alan Rudnitsky, Ageliki Nicolopoulou.

EDC 232b	Foundations of Secondary Education (e)
[EDC 333b	Computers in Education (e)]
EDC 338a	The Reading Process (e)
EDC 345d	Preschool and Elementary Curriculum and Methods (e)
[EDC 356b	Curriculum Principles and Design (e)]
EDC 540b	Research in Education (e)
EDC 554b	Cognition and Instruction (e)

## d. Secondary Teaching

**Advisers:** Raymond Ducharme, Rosetta Marantz Cohen.

EDC 232b	Foundations of Secondary Education
EDC 346a	Curriculum and Methods in Secondary Schools
EDC 400	Special Studies (student teaching)
EDC 347a	Individual Differences Among Learners (e)

One course from Historical and Philosophical Foundations

## Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

## Honors

**Director:** To be announced.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

## Graduate

**Advisers:** Members of the Department.

### 510a Development of Children and Adolescents in Modern Society

### 540b Research in Education

### 552a Perspectives on American Education

### 554b Cognition and Instruction

### 559a Intern Teaching

4 credits

*Members of the Department*

### 559b Intern Teaching

4 credits

### 567a English Language Acquisition and Deafness

### 580a Advanced Studies

Open to seniors by permission of the department.

4 credits

*Members of the Department*

### 580b Advanced Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

*Members of the Department*

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits

*Members of the Department*



# Engineering

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## The Minor

### Emphases in the Minor:

### Chemical Engineering

**Adviser:** Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 115a, PHY 115a and 116b, and MTH 225a; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

### Civil Engineering

**Adviser:** Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction, and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222, and PHY 115a and 116b; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241, Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

## Computer Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112, and MTH 153.

Requirements: (at Smith) PHY 115a, 116b, and CSC 231a; (at UMass) ECE 211, ECE 214, and ECE 221.

## Electrical Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a, 116b, and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, [PHY 224b], or MTH 212a or b; (at UMass) ECE 211, ECE 212, and ECE 214.

## Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211, and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a, plus either MTH 247 or ECO 280a; (at UMass) IEOB 379 and IEOB 380, plus one additional approved IEOB course.

## Mechanical Engineering

**Adviser:** Bruce Hawkins (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework. Prerequisites: PHY 115a, 116b, and MTH 212.

Requirements: (at Smith) PHY 220b, and MTH 222a; (at UMass) ME 211, ME 230, plus one additional approved ME course.

# English Language and Literature

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## Professors

Francis Murphy, Ph.D., Litt.D. (Hon.)  
 Elizabeth Gallaher von Klemperer, Ph.D.  
 Harold Lawrence Skulsky, Ph.D.  
 Dean Scott Flower, Ph.D.  
 †William Allan Oram, Ph.D.  
 Jefferson Hunter, Ph.D.  
 Douglas Lane Patey, Ph.D., *Chair*  
 Susan R. Van Dyne, Ph.D. (English Language  
 and Literature and Women's Studies)  
 †Charles Eric Reeves, Ph.D.  
 Ronald Russell Macdonald, Ph.D.

## Writer-in-Residence

Amy Clampitt

## Associate Professors

Margaret L. Shook, Ph.D.  
 Nora F. Crow, Ph.D.  
 Elizabeth Wanning Harries, Ph.D. (English  
 Language and Literature and Comparative  
 Literature)  
 †Patricia Lyn Skarda, Ph.D.

†Sharon Cadman Seelig, Ph.D.  
 Richard Millington, Ph.D.  
 Craig R. Davis, Ph.D.  
 †Michael Gorra, Ph.D.

## Assistant Professors

Gillian Kendall, Ph.D.  
 Deborah Linderman, Ph.D. (English  
 Language and Literature and Film Studies)  
 †Nancy Mason Bradbury, Ph.D.  
 †Josephine Lee, Ph.D.  
 Ranu Samantrai, Ph.D.  
 Robert Ellis Hosmer, Jr., Ph.D.

## Lecturers

Ann E. Boutelle, Ph.D.  
 John K. Bollard, Ph.D.  
 †Debra L. Carney, M.F.A.  
 †Jenine Dallal, M.A.  
 †Holly Davis, M.A.  
 †Kirby Farrell

## Adjunct Lecturer

Julio Alves

Students majoring in English must take either 200d or GLT 291d. First-year students contemplating a major in English are encouraged to take either 180 or 190 in their second semester. English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. A student may receive credit toward the major for only two colloquia.

## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. ENG 101 may be repeated,

but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 101.

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted. For writing courses that may be counted toward the major, see requirements for the major.



**101a Introduction to College Writing**

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. Enrollment limited to 15 students in each section.

4 credits

*Director, Richard Millington*

A: *Debra Carney*, M W F 9-9:50 a.m.

B: *Debra Carney*, M W F 10-10:50 a.m.

C: *Richard Millington*, M W F 2:40-3:40 p.m.

D: *Ann Boutelle*, T Th 9-10:20 a.m.

E: *Jenine Dallal*, T Th 9-10:20 a.m.

F: *Holly Davis*, T Th 9-10:20 a.m.

G: *John Bollard*, T Th 10:30-11:50 a.m.

H: *Holly Davis*, T Th 10:30-11:50 a.m.

I: *Michael Gorra*, T Th 10:30-11:50 a.m.

J: *Ranu Samantrai*, T Th 10:30-11:50 a.m.

K: *John Bollard*, T Th 1-2:20 p.m.

L: *Julio Alves*, M W F 10-10:50 a.m. Bilingual students and non-native speakers are especially encouraged to register for this section.

**101b Introduction to College Writing**

A repetition of 101a.

4 credits

*Gillian Kendall, Director*

A: *Gillian Kendall*, M W F 9-9:50 a.m.

B: *Deborah Linderman*, M W 1-2:20 p.m.

C: *Julio Alves*, M W F 10-10:50 a.m. Bilingual students and non-native speakers are especially encouraged to register for this section.

**280a Advanced Essay Writing**

A writer's group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor.

4 credits

*Nora F. Crow*

T 3-4:50 p.m.

**280b Advanced Essay Writing**

A repetition of 280a. Admission by permission of the instructor.

4 credits

A: *To be announced*, W F 11 a.m.-12:10 p.m.

B: *Ann Boutelle*, Th 1-2:50 p.m.

**282a Writing Poetry**

Admission by permission of the instructor.

4 credits

*Margaret Shook*

T 1-2:50 p.m.

**282b Writing Poetry**

A repetition of 282a. Admission by permission of the instructor.

4 credits

*Amy Clampitt*

To be arranged

**[284a Writing Short Stories]**

Admission by permission of the instructor.

4 credits

**284b Writing Short Stories**

Admission by permission of the instructor.

4 credits

*Ann Boutelle*

T 1-2:50 p.m.

**First-Level Courses in Literature****First Semester:****120a Colloquia in Literature**

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia.

4 credits

*Director, Elizabeth Harries*

**A. Fiction**

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.

*To be announced*, M W F 10-10:50 a.m.;

*Robert Hosmer*, T Th 9-10:20 a.m.;

*Jenine Dallal*, T Th 10:30-11:50 a.m.;

*Ann Boutelle*, T Th 1-2:20 p.m.;

*Robert Hosmer*, T Th 1-2:50 p.m.

**B. Shakespeare and Film**

A study of the way filmmakers edit, distort, clarify, and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*.

*Gillian Kendall*

M W F 9-9:50 a.m. Screening times M 7-9:30 p.m., Th 3-5:30 p.m., screening fee \$20.

**C. Love and the Literary Imagination**

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.

*Nora F. Crow*

M W 11 a.m.-12:10 p.m.

**D. Reading Shakespeare**

A selection from Shakespeare's tragedies, comedies, histories, and romances, with some consideration of the sonnets.

*Ronald Macdonald*

M W F 10-10:50 a.m.

**E. Contemporary African Literature**

A wide sampling of recent novels by African writers, using the issues of independence and decolonization to focus discussion; particular attention to the failure of the promises of nationalism and the role women and shifting concepts of gender play in questioning the monolithic nation-state and reformulating the terms of social change. Works by Fanon, Césaire, Ngugi wa Thiong'o, Farah, Armah, Aidoo, Soyinka, Emecheta, and Fal.

*Ranu Samantrai*

T Th 1-2:20 p.m.

**F. The Double**

The theme of the divided or "other" self as a way of discussing plays, novels, and poetry by Shakespeare, George Eliot, Conrad, Frost, T.S. Eliot, Yeats, Nabokov, and others.

*Dean Flower*

M W F 9-9:50 a.m.

**G. Comedy on Stage and Screen**

Ways of being comic—that is, of raising a laugh, deflating pretension, encouraging young love, admitting human frailty, and suggesting that life goes on—in plays by Shakespeare, Wilde, Molière, and Stoppard; films by Chaplin, Tati, and Bergman; and an opera by Mozart.

*Jefferson Hunter*

W F 1:10-2:30 p.m.

**H. Fact and Fiction**

A study of the way the writer's imagination shapes and transforms factual materials: newspaper articles, journals, letters, historical accounts. Works may include stories by Melville, Stephen Crane, Henry James; poetry by Wordsworth, Robert Lowell; plays by

Shakespeare, Peter Weiss.

*Elizabeth Harries*

T Th 9-10:20 a.m.

**I. The American Dream**

Representative works of American fiction and poetry with an emphasis on literary technique.

*Francis Murphy*

A: T Th 10:30-11:50 a.m.

B: T Th 1-2:50 p.m.

**180a The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor, and structure—through comparison of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors.

4 credits

*Elizabeth von Klemperer*

M W 1:10-2:30 p.m.

**Second Semester:****120b Colloquia in Literature**

4 credits

*Director, Eric Reeves*

**A. Comic Vision**

Plays by Jonson, Shakespeare, Wilde, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*Harold Skulsky*

M W F 9-9:50 a.m.

**B. The Gothic in Literature**

Terror, guilt, and the supernatural in novels, tales, and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James.

*Nora F. Crow*

M W 11 a.m.-12:10 p.m.

**C. Reading and Writing Short Stories**

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories.

*Gillian Kendall*

T Th 9-10:20 a.m.

### D. Shakespeare and Film

A study of the way filmmakers edit, distort, clarify, and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*.  
*Josephine Lee*

T Th 9–10:20 a.m. Screening times M 7–9:30 p.m., Th 3–5:30 p.m., screening fee \$20.

### E. The Icelandic Saga

A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud, and the grim humor and desperate religion that articulated the saga view of the world.

*Craig Davis*

T Th 3–4:20 p.m.

### F. Literature of the Wasteland

A study of how literary texts depict a human landscape without purpose or promise, without meaning or redemption. Readings in Dante, Shakespeare, Conrad, Faulkner, Eliot, Beckett, and others.

*Eric Reeves*

M W F 9–9:50 a.m.

### G. Modern Irish Writing

An introduction to the major Irish poets and storytellers of the twentieth century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanagh, and others.

*Dean Flower*

M W F 10–10:50 a.m.

### H. Plays About Playing

The colloquium will examine a range of plays that comment more or less directly on their own forms, conventions, and assumptions: plays that are most immediately "about the theater." Plays by Euripides, Shakespeare, Pirandello, Stoppard, and others.

*Josephine Lee*

T Th 1–2:50 p.m.

### I. Short Poems: Introduction to Poetry

Study of the elements of lyric poetry, with emphasis on such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.

*Francis Murphy*

T Th 10:30–11:50 a.m.

### [AAS 113a Survey of Afro-American Literature: 1760 to Present]

#### 180b The Reading of Poetry

A repetition of 180a.

4 credits

*Sharon Cadman Seelig*

M W F 11 a.m.–12:10 p.m.

#### 190b Questioning Texts

Why have people found it important to read, write, and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works by women and men from different cultures and historical periods (for example, William Shakespeare, Christina Rossetti, Chinua Achebe, Maxine Hong Kingston). We will pay attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20.

4 credits

A: *Elizabeth Harries*, M W F 11 a.m.–12:10 p.m.

B: *Ranu Samantrai*, T Th 10:30–11:50 a.m.

## Second-Level Courses

Courses at the 200 level are various in their literary and intellectual challenges; they are open to returning students and to first-year students with strong literary interests; most do not have a prerequisite.

#### 200d The English Literary Tradition

A study of the English literary tradition from the middle ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 650 or higher and students with English AP score of 4 or 5.

8 credits

Lec. W 2:40–4 p.m.; sections as below:

First semester:

A: *Harold Skulsky*, M W F 9–9:50 a.m.

B: *Craig Davis*, M W F 11 a.m.–12:10 p.m.

Second semester:

A: *Elizabeth von Klemperer*, M W F 11 a.m.–12:10 p.m.

B: *Margaret Shook*, M W F 1:10–2:30 p.m.



**AAS 201b The Literature of French-Speaking African and Caribbean Peoples in Translation**

4 credits  
*Craig Davis*  
 T Th 10:30-11:50 a.m.

**CLT 211b The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits  
*Douglas Patey*  
 T Th 9-10:20 a.m.

**213b Language Prejudice in the United States**

An examination of the varieties, functions, and effects of linguistic prejudice in American English. Our own various linguistic practices will serve as the background for a study of attitudes about the English language and its speakers. Topics addressed will include the mechanisms of linguistic change, regional and social variation, the function of "standard" English, the rise of prescriptive attitudes, the debates over bidialectalism and bilingualism, sexism in English, and the social role of language.

4 credits  
*John K. Bollard*  
 T Th 10:30-11:50 a.m.

**214a Old English**

A study of the language of Anglo-Saxon England (c. 450-1066) and a reading of the Old English elegies.

4 credits  
*Craig Davis*  
 T Th 10:30-11:50 a.m.

**215b Beowulf**

A reading of Anglo-Saxon England's most powerful and significant poem. Prerequisite: 214 or permission of the instructor.

**216a Chaucer**

His art and his social and literary background. Emphasis on the Canterbury Tales. Students should have had at least two semester courses in literature. Enrollment limited to 25.

4 credits  
*Craig Davis*  
 T Th 3-4:20 p.m.

**216b Chaucer**

A repetition of 216a. Enrollment limited to 25.

4 credits  
*Ronald Macdonald*  
 M W F 9-9:50 a.m.

**222a Shakespeare**

*A Midsummer Night's Dream, Romeo and Juliet, Richard II, 1 Henry IV, As You Like It, Measure for Measure, King Lear, The Tempest.* Enrollment in each section limited to 25.

4 credits  
*Ronald Macdonald, Director*  
*Harold Skulsky, M W F 11 a.m.-12:10 p.m.;*  
*Ronald Macdonald, M W F 1:10-2 p.m.;*  
*Kirby Farrell, T Th 1-2:30 p.m.*

**222b Shakespeare**

*Richard III, Much Ado About Nothing, Hamlet, Twelfth Night, Othello, Macbeth, Antony and Cleopatra, The Winter's Tale.* Enrollment in each section limited to 25.

4 credits  
*Sharon Cadman Seelig, Director*  
*Sharon Cadman Seelig, M W F 9-9:50 a.m.;*  
*Harold Skulsky, M W F 11 a.m.-12:10 p.m.;*  
*Gillian Kendall, T Th 10:30-11:50 a.m.*

**224a English Drama in the Age of Shakespeare**

The evolution and interplay of structure, theme, and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined.

4 credits  
*Gillian Kendall*  
 T Th 10:30-11:50 a.m.

**[HST 225b (C) Authority and Legitimacy in the Age of More and Shakespeare]**

An examination of the texts and historical context of Shakespeare's *Richard II*, *Henry IV*, *Henry V*, *Richard III* and *King Lear*. More's *Utopia* and *The History of Richard III*, and other significant works of the sixteenth and early seventeenth centuries touching on the questions of order, authority, and legitimacy. Admission by permission of the instructors. To be offered in 1993-94.

4 credits

Howard Nenner, William Oram (*English Language and Literature*)

**[226a Seventeenth-Century Poetry]**

Discussion of the major figures: Donne, Herbert, Jonson, and Marvell, and some important poems by their contemporaries and forebears. Emphasis on poetic forms, conventions, and imagery. To be offered in 1993-94.

4 credits

**228a Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist, and Attorney for the Defense of God.

4 credits

Harold Skulsky

T Th 10:30-11:50 a.m.

**228b Milton**

A repetition of 228a.

4 credits

Eric Reeves

T Th 9-10:20 a.m.

**[232b Restoration and 18th-Century Drama (1660-1800)]**

Selected major drama from the reopening of the theatres to the end of the 18th century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith, and Sheridan. Emphasis on how ideas shape language and form in the plays. To be offered in 1993-94.

4 credits

**234b Pope, Swift, and Their Circle**

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison, and Gay.

4 credits

Nora F. Crow

M W 2:40-4 p.m.

**AAS 237b Major Black Writers: Fiction****238a The English Novel I**

A study of novels written in England from Aphra Behn to the Brontës (1688-1848). Emphasis on the novelists' narrative models and choices, with special attention to novels by and about women.

4 credits

Elizabeth Harries

T Th 1-2:50 p.m.

**240b The English Novel II**

A study of the development of the novel from Charles Dickens to Evelyn Waugh. The novel as art, with consideration of such matters as narrative voice and perspective, the uses of plot, and strategies of characterization (particularly of heroines), with some attention to socio-historical contexts.

4 credits

Jefferson Hunter

W F 1:10-2:30 p.m.

**242a Romantic Poetry and Prose**

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Lamb, de Quincey, Hazlitt, and Mary Shelley to provide intellectual, cultural, and social contexts.

4 credits

Margaret Shook

M W F 2:40-3:30 p.m.

**AAS 243b Afro-American Autobiography****244b Literature of the Victorian Period**

Focus for 1992-93: The Victorian poets, including Tennyson, the Brownings, Arnold, the Pre-Raphaelites, Swinburne, and Hopkins, with some attention to their social, intellectual, and cultural context. Enrollment limited to 40.

4 credits

Elizabeth von Klemperer

M W 1:10-2:30 p.m.; optional hour F 1:10-2:30 p.m.

**245a American Literature from 1620 to 1820**

A survey of major figures: Bradford, Winthrop, Mather, Bradstreet, Taylor, Edwards, Franklin, Jefferson, Cooper, Irving, and Bryant.

4 credits

*Francis Murphy*

T Th 9-10:20 a.m.

**246a American Literature from 1820 to 1865**

A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson, and others.

4 credits

*Dean Flower*

M W F 1:10-2:10 p.m.

**248b American Literature from 1865 to 1914**

A survey of American literature as it engages the striking changes that reshape society and culture in the later 19th century. Some of the later poetry of Whitman and Dickinson, and fiction by Twain, James, Chestnutt, Howells, Gilman, Crane, Dreiser, Chopin, Wharton, and others.

4 credits

*Richard Millington*

M W F 11 a.m.-12:10 p.m.

**250a Modern American Writing**

American writing in the first half of the twentieth century. Fiction by Wharton, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Wright, and others; a sampling of modernist poetry, including works by Frost, Stevens, Hughes, Williams, Moore, and others; a film comedy from the Thirties.

4 credits

*Richard Millington*

M W F 11 a.m.-12:10 p.m.

**[254a English and Irish Drama since 1850]**

Major dramatic works of the late 19th and 20th centuries. Wilde, Shaw, Synge, Beckett, Osborne, Pinter and others. Emphasis on aspects of performance and on 19th and 20th century theories of drama. To be offered in 1993-94.

4 credits

**256a Joyce**

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections).

4 credits

*Jefferson Hunter*

M W F 10-10:50 a.m.

**CLT 259a Realism****260b Recent British Literature**

British writing of the last five decades, with an occasional glance at British film of the same period. Poetry by Auden, Larkin, and Heaney; reporting by Orwell; fiction by Greene, Amis, Drabble, and Ackroyd; drama by Pinter and Stoppard; television drama by Potter.

4 credits

*Jefferson Hunter*

M W F 10-10:50 a.m.

**[262b Recent American Writing]**

Study of selected novelists and poets since 1945, with emphasis on Malamud, O'Connor, Nabokov, Pynchon, Bishop, Lowell, Merrill, and others. To be offered in 1993-94.

4 credits

**264a American Women Poets**

A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich, and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process.

4 credits

*Susan Van Dyne*

M W F 11 a.m.-12:15 p.m.

**265b Irish Literature After Yeats and Joyce: The Poets and the Playwrights**

The phenomenon in Ireland today of great literary activity in poetry and drama. The emergence of a Catholic voice in both genres and the appearance of a distinctive literary movement in Ulster. Contemporary Irish women poets. Works will be studied for their cultural significance as well as for their literary merit. Writers such as Kavanagh, MacNeice, Heaney, Kinsella, Montague, Longley, Muldoon, Friel, McGuinness, Murphy, and Kilroy. (E)

4 credits

*Margaret O'Brien*

T Th 3-4:10 p.m.

**266a Postcolonial Literature**

The literary legacy of the British Empire in works by writers from India, Africa, and the Caribbean. The tension between national identity and the imperialist past; the use of



the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Rushdie, Gordimer, Soyinka, Naipaul, and others.

4 credits

*Michael Gorra*

M W F 10-10:50 a.m.

### **267a Literatures of the Americas**

Readings in the literature, chiefly in English, produced by peoples of color and the historically oppressed ethnic groups of the North American continent, and studied in international, historical, and aesthetic context. Topic for 1992-93: The Immigrant Experience. Authors to include Yeziersko, Roth, Mukherjee, Hong Kingston, Chin, Farhoud, Anzaldúa, Morales, and Marshall. Offered in alternate years.

4 credits

*Ranu Samantrai*

T Th 3-4:20 p.m.

### **[270b The King James Bible and Its Literary Heritage]**

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, and Faulkner. Recommended background: REL 210 and 220. To be offered in 1993-94.

4 credits

### **272b Infinite Variety: English Prose From The Renaissance To The Present**

A wide spectrum of non-fiction prose, considered as a way of discovering and presenting the self, of inquiring into the nature of the world, and of interacting with it. Emphasis on particular techniques for reading prose and on syntactical and rhetorical forms as these create meaning. Prerequisite: ENG 200d or GLT 291d.

4 credits

*Sharon Cadman Seelig*

T Th 10:30-11:50 a.m.

### **278b Mystery in Film and Fiction**

A study of the way popular mystery genres—film noir, murder mysteries, detective stories—are related to complex narrative experimentation in modern fiction and film. Emphasis on investigation and its generic con-

ventions, intertextuality, parody and self-reference, and theories of narrative. Discussion of such films as *The Maltese Falcon*, *The Big Sleep*, *Vertigo*, *The Third Man*, *The Passenger*, and *Chinatown*, along with fiction by E.C. Bentley, Poe, Greene, Borges, Nabokov, and Robbe-Grillet. Recommended background: one advanced literature course and one film studies course. Screening fee.

4 credits

*Dean Flower*

M W F 1:10-2:10 p.m. Screening times M W 7:30-9:30 p.m.

### **GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy**

See Interdepartmental and Extradepartmental Course Offerings.

## **Third-Level Courses**

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

### **CLT 300a Contemporary Literary Theory**

#### **300a Seminar: A Major British or American Writer**

Topic for fall 1992: Evelyn Waugh. Reading and discussion of the major novels, from *Decline and Fall* to *Brideshead Revisited* to the war trilogy *Sword of Honour*, with some attention to Waugh's works of biography and travel.

4 credits

*Douglas Patey*

T Th 9-9:50 a.m.

#### **302a Seminar: American Literature**

Topic for fall 1992: Emily Dickinson and Elizabeth Bishop. Intensive study of two poets who were famously reluctant to publish, but who devised "strategies of limitation" and wrote the most powerful poetry of their times. Emphasis on the poetry, with some attention to Dickinson's letters.

Bishop's narrative prose, biography, and contemporary criticism. Prerequisite: a 200 level course in American literature or poetry, or permission of the instructor.

4 credits

*Dean Flower*

Th 3-4:50 p.m.

**302b Seminar: American Literature**

Topic for spring 1993: Since the Age of Discovery America has been identified as a place apart, a land of plenty removed from the burdens of Europe. This historical "middle ground" can easily be reduced to a cliché, but in the hands of our major writers—Hawthorne, Melville, Thoreau, Twain, James, Frost, and Faulkner—pastoral becomes a complicated literary genre rich in ambiguity. *The Scarlet Letter*, *Moby-Dick*, *Walden*, *The Portrait of a Lady*, and *Absalom! Absalom!* are some of the works to be considered.

4 credits

*Francis Murphy*

Th 1-2:50 p.m.

**[AAS 310a The Harlem Renaissance: 1912-1940]****333a Seminar: A Major British or American Writer**

Topic for fall 1992: Virginia Woolf. Reading and discussion of her major novels and selections from her essays, diary, letters, and autobiographical writings, with some attention to the work of her family and friends and to her cultural context.

4 credits

*Elizabeth von Klemperer*

T 3-4:50 p.m.; optional hour Th 3-4 p.m.

**333b Seminar: A Major British or American Writer**

Topic for spring 1993: Oscar Wilde. An examination of Wilde's plays, prose, and poetry in the context of Victorian aesthetics and culture. Some consideration of Wilde's influence and contemporaries such as Pater, Ruskin, and Shaw, as well as discussion of recent biographies and critical reassessments of his work.

4 credits

*Josephine Lee*

T 3-4:50 p.m.

**CLT 335b Seminar: Literary Studies, Cultural Studies****[FLS 349a Women and Cinematic Representation]****AMS 350a Writing About American Society****FLS 350b Questions of Cinema**

Topic for 1992-93: The Postmodern Aesthetic.

**350a Seminar: Modern Fiction**

Topic for fall 1992: The Imagination of History in Contemporary Fiction. A study of the ways in which novelists use radical fictional techniques in the attempt to make sense of the nightmares and catastrophes of modern history. Readings in Kafka, Pynchon, Grass, Morrison, Rushdie, Garcia Marquez and others.

4 credits

*Michael Gorra*

Th 7:30-9:30 p.m.

**FLS 361b Semiotic Perspectives for the Cinema****356a Seminar: D.H. Lawrence**

A study of Lawrence's poetry and major fiction in relation to his life, his intellectual concerns, and his aesthetic innovations. Specific attention will be given to the problems Lawrence creates for readers who are women.

4 credits

*To be announced*

Th 3-4:50 p.m.

**372b Seminar: Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, and Pope to Byron, Waugh, West, and Vonnegut. Prerequisite: at least one 200-level course in the English Department.

4 credits

*Nora F. Crow*

T 3-4:50 p.m.

**374b History of Criticism**

The Nature of Interpretation. How and why and with what authority do we "interpret" texts? How are interpretive disputes arbitrated? Are there limits to pluralism within or amongst interpretive "communities"? Attention to both current theoretical thinking and the historical antecedents to that thinking. Prerequisite: an upper-level literature course.

4 credits

*Eric Reeves*

M W F 10-10:50 a.m.

**378a Seminar: Women and Literature**

Topic for fall 1992: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. Critical and theoretical essays by Culler, Eagleton, Felman, Gilbert and Gubar, Kolodny, Showalter, and others.

4 credits

*Susan Van Dyne*

T 1-2:50 p.m.

**378b Seminar: Women and Literature**

Topic for spring 1993: Contemporary British Women Writers. Consideration of a number of contemporary women writers, mostly British, some well-established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human, and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Texts likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figs, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna O'Brien, Barbara Pym, Jean Rhys, Muriel Spark, and Jeanette Winterson; some supplementary critical reading.

4 credits

*Robert Hosmer*

T 1-2:50 p.m.

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Major**

**Advisers:** Craig Davis, Dean Flower, Elizabeth Harries, Jefferson Hunter, Gillian Kendall, Nora F. Crow, Ronald R. Macdonald, Richard Millington, Francis Murphy, Douglas Patey, Ranu Samantrai, Margaret Shook, Harold Skulsky, Susan Van Dyne.

**Adviser for Study Abroad:** Jefferson Hunter.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

Requirements:

1. 200d or GLT 291d;
2. semester courses on two of three major figures: Chaucer (216a or b), Shakespeare (222a or b), and Milton (228a or b);
3. eight additional courses including:
  - a. one further course in Medieval or Renaissance literature (214, 215, 216, 222, 224, [226], 228
  - b. one further course in Augustan or Romantic literature ([232], 234, 238, 242, 372)

Students who take both survey courses (200d and GLT 291d) may omit the historical requirements 3a and 3b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (280, 282, 284), but not more than a total of three such courses. English 101 does not count toward the major.

Students may count no more than a total of two courses from the following toward an English major: courses in a foreign literature; upper-level film courses taught in a literature department (including the English department).

No courses counting toward the major may be taken for an S/U grade.

Majors are strongly encouraged to take courses in American literature and in later 19th and 20th century literature. Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

**The Minor**

**Advisers:** Same as for the major.



The minor may take one of four forms:

- a. emphasis on literature: 200d; one course on a major figure (Chaucer, Shakespeare, Milton); and two courses in British or American literature above the 100 level;
- b. emphasis on American literature: 246; 248; one course in American or Afro-American literature above the 100 level; one English department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;
- c. emphasis on writing: three writing and two literature courses, all above the 100 level, to be chosen by the student in consultation with her adviser for the minor;
- d. emphasis on the relation between English literature and the European literary tradition as defined by General Literature 291d. Requirements: GLT 291d; English 228; and two of the following: 234, 238, 242, 266.

## Honors

**Director:** for the Class of 1993, Richard Millington; for the Class of 1994, Craig Davis.

### 430d Thesis

8 credits

Students in honors will normally be given priority in seminars. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Applicants to Honors must have an average of B+ or above in the courses they have taken which count towards the major.

## Graduate

### 580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the Chair. 4 credits

### 580b Graduate Special Studies

4 credits

### 580d Graduate Special Studies

8 credits

# Ethics

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## Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*  
Myron Peretz Glazer, Professor of Sociology  
Malcolm B.E. Smith, Professor of Philosophy  
Elizabeth V. Spelman, Professor of Philosophy  
Kathryn Pyne Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 235a	Morality, Politics, and the Law
PHI 245a	Philosophy of Law: Property
PHI 304b	Colloquium in Applied Ethics
REL 250a	Social Ethics I
REL 250b	Social Ethics II
REL 353a	Seminar: Medical Ethics
REL 354b	Seminar: Business Ethics
SOC 211b	Ethical Issues in Social Organizations

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

# Exercise and Sport Studies

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## Professors

Donald Steven Siegel, Ed.D.  
James H. Johnson, Ph.D., *Chair*

## Associate Professor

†Barbara Brehm-Curtis, Ed.D.

## Assistant Professor

Christine M. Shelton, M.S.

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## Teaching Fellows

Cheryl Ish, B.S.  
Erin Kinsella, B.A.  
Stephanie Milbradt, B.A.  
Susan Miller, A.B.  
Gail Murphy, B.S.  
Jane Paterson, B.A.  
Marilyn Strom, B.S.  
Laura Woods, B.S.

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## A. Theory Courses

### 100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

4 credits

*James Johnson, Christine Shelton, Donald Siegel*

M W F 10-10:50 a.m.

### [130a Stress Management]

The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. To be offered in 1993-94.

1 credit

### [130b Stress Management]

A repetition of 130a. To be offered in 1993-94.

1 credit

### 140b Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary

habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging.

4 credits

*To be announced*

M W F 10-10:50 a.m.

### 200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic, and/or sexual oppression in the athletic arena.

4 credits

*Donald Siegel and Christine Shelton*

T Th 10:30-11:50 a.m.

### [210a Kinesiology]

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics, and qualitative analysis of exercise, sport, and dance. To be offered in 1993-94.

4 credits



**215a Physiology of Exercise**

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 109 or BIO 111, or permission of the instructor.

4 credits

*James Johnson*

M W F 11-11:50 a.m.; lab W 1:10-3 p.m.

**220b Psychology of Sport**

An examination of sport from a psychological perspective. Topics include the role of stress, motivation, and personality in performance. Attention will also be given to perceptual, cognitive, and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. Offered in alternate years.

4 credits

*Donald Siegel*

M W F 11-11:50 a.m.

**[340a Current Research in Health Science]**

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1993-94.

4 credits

**404a Special Studies**

4 credits

*Members of the Department*

**404b Special Studies**

4 credits

**B. Performance Courses—Credit**

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and

discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

**910a Aerobic Dance**

Choreographed dance routines to music.

1 credit

*To be announced*

T Th 3-3:50 p.m.

**910b Aerobic Dance**

A repetition of 910a.

1 credit

*To be announced*

T Th 3-3:50 p.m.

**[915a Badminton]**

The development of badminton skills, principles, evolution, strokes, and strategy. Enrollment limited to 16. To be offered in 1993-94.

1 credit

**915b Badminton**

A repetition of 915a.

1 credit

*James Johnson*

T Th 10:30-11:20 a.m.

**920a Bicycling**

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle.

1 credit

*To be announced*

T Th 1-2:50 p.m.

**925d Canoeing**

An introduction to solo and tandem canoeing including flatwater, touring, and fastwater techniques. This class will be taught across two semesters and students must complete both sections to receive credit. Class will be taught during the first seven weeks of the fall semester and final six weeks of the spring semester. Students will learn flatwater and touring techniques in the fall and fastwater techniques on Class II rivers in the spring.

Prerequisite: satisfactory swimming skills.  
Enrollment limited to 12. This is a year  
course offered for one credit.

1 credit

*James Johnson*

a: T 3-4:50 p.m.

b: Th 3-4:50 p.m.

### **930a Fencing (Beginning)**

The basic techniques of attack and defense,  
footwork, rules, equipment, strategies, and  
techniques involved in foil fencing. A brief  
historical background of the tradition and  
origins of fencing. Enrollment limited to 20.  
1 credit

*Jacqueline Blei*

a: T Th 9-9:50 a.m.

b: T Th 10:30-11:20 a.m.

### **930b Fencing (Beginning)**

A repetition of 930a.

1 credit

*Jacqueline Blei*

T Th 9-9:50 a.m.

### **932b Fencing (Intermediate)**

Development of compound attack and de-  
fense based on a combination of disengage,  
beat, lateral parries, and reposte. Circle par-  
ries, binds, and the concept of remise and  
reprise will also be presented. Prerequisite:  
924a or b or permission of the instructor.  
Enrollment limited to 16.

1 credit

*Jacqueline Blei*

T Th 10:30-11:20 a.m.

### **933a Beginning Golf**

An introduction to the game of golf. This  
course will teach the basic mechanics of the  
swing as well as correct club selection, put-  
ting, chipping, golf rules, and golf etiquette.  
Class will meet three times a week for the  
first seven weeks of the semester at the Smith  
College campus. Field trips to the golf course  
and driving range will be scheduled. Equip-  
ment is provided.

1 credit

*To be announced*

a: M W F 11 a.m.-12 noon

b: M W F 1:10-2:10 p.m.

### **933b Beginning Golf**

A repetition of 933a.

1 credit

*To be announced*

M W F 1:10-2:10 p.m.

### **935a Outdoor Skills I**

Fundamentals of outdoor travel by canoe  
and foot. Emphasis on technique, condition-  
ing, safety, nutritional requirements, and  
planning. Students should plan to make  
one or two weekend trips. Enrollment  
limited to 14.

1 credit

*To be announced*

W 1:10-3 p.m.

### **935b Outdoor Skills I**

A repetition of 935a.

1 credit

*To be announced*

W 1:10-3 p.m.

### **940a Physical Conditioning**

The theory and performance of general  
conditioning and the basic principles of  
exercise. Enrollment limited to 20 per sec-  
tion.

1 credit

*Stephanie Milbradt*

a: M W 2:40-3:40 p.m.

b: T Th 3-4 p.m.

### **940b Physical Conditioning**

A repetition of 940a.

1 credit

*To be announced*

a: M W 2:40-3:40 p.m.

b: T Th 3-4 p.m.

### **945a Rowing**

An introduction crew and sculling tech-  
niques. A variety of boats will be utilized  
including singles, doubles, and fours. Classes  
will be taught on Paradise Pond and the  
Connecticut River. Prerequisite: satisfactory  
swimming skills. Enrollment limited to 12.  
1 credit

*Laura Woods*

a: M W 1:10-2:30 p.m.

b: T Th 10:30-11:50 a.m.

c: T Th 1:10-2:20 p.m.

Fall: course will meet first 8 weeks of the  
first semester.

### **945b Rowing**

A repetition of 945a.

1 credit

*Laura Woods*

a: M W F 11 a.m.-12:10 p.m.

b: T Th 1-2:50 p.m.

Spring: course will meet final six weeks of  
the spring semester.

**950a Self-Defense**

Development of self confidence and physical skills for defense against a variety of threatening situations. Precautionary measures and awareness skills emphasized.

Enrollment limited to 25.

1 credit

*Crane Willemse*

a: T Th 9-9:50 a.m.

b: Th 7:30-9:30 p.m.

**950b Self-Defense**

A repetition of 950a.

1 credit

*Crane Willemse*

T Th 9-9:50 a.m.

**952b Self Defense II**

Further development of self-confidence and skills learned in 932a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 932a or b, or permission of the instructor. Enrollment limited to 25.

1 credit

*Crane Willemse*

Th 7:30-9:30 p.m.

**955a Self-Paced Fitness**

Introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. This course is appropriate for students with mobility impairment or other disabilities. Enrollment limited to 20.

1 credit

*To be announced*

Th 10:30-11:50 a.m.

**955b Self-Paced Fitness**

A repetition of 955a.

1 credit

*To be announced*

T 10:30-11:50 a.m.

**960a Squash (Beginning)**

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash. Enrollment limited to 12.

1 credit

*To be announced*

a: M W 10-10:50 a.m.

b: T Th 10:30-11:20 a.m.

c: T Th 2-2:50 p.m.

**960b Squash (Beginning)**

A repetition of 960a. Enrollment limited to 12.

1 credit

*To be announced*

a: M W 11-11:50 a.m.

b: T Th 10:30-11:20 a.m.

**[962a Squash (Intermediate)]**

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 12. To be offered in 1993-94.

1 credit

**962b Squash (Intermediate)**

A repetition of 962a. Enrollment limited to 12.

1 credit

*To be announced*

T Th 2-2:50 p.m.

**970a Swimming (Beginning)**

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basis principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. Limited to 12 novice or non-swimmers.

1 credit

*Marilyn Strom*

T Th 2-2:50 p.m.

**970b Swimming (Beginning)**

A repetition of 970a. Limited to 12 novice or non-swimmers.

1 credit

*Marilyn Strom*

T Th 2-2:50 p.m.



**972a Swimming (Intermediate)**

Theory and performance of swimming. Swimming techniques including strokes, turns, and survival methods.

1 credit

*Marilyn Strom*

T Th 10:30-11:20 a.m.

**[972b Swimming (Intermediate)]**

A repetition of 972a.

1 credit

**975a Springboard Diving**

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

**975b Springboard Diving**

A repetition of 975a. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

**976a SCUBA Diving**

The use and care of equipment, safety, and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the department. Enrollment limited to 16.

1 credit

*David Stillman*

W 7:30-10 p.m.

**976b SCUBA Diving**

A repetition of 976a.

1 credit

*David Stillman*

W 7:30-10 p.m.

**977a Synchronized Swimming**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines.

1 credit

*Susan Miller*

M W 10-10:50 a.m.

**978a Lifeguard Training**

Provides training in aquatic rescue and lifeguarding skills. American Red Cross certification upon successful completion of ARC Standard First Aid and CPR. Prerequisites: Advanced swimming skills: crawl stroke, elementary backstroke, sidestroke, breaststroke, tread water, and surface dive. Enrollment limited to 12.

1 credit

*Marilyn Strom*

M 7:30-9:30 p.m.

**978b Lifeguard Training**

A repetition of 978a.

1 credit

*Marilyn Strom*

T Th 10:30-11:50 a.m.

**979b Water Safety Instructor**

Instruction in techniques, theory, and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Current ARC Lifeguard Training or ARC Emergency Water Safety Certificate and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke and surface dive) at the ARC swimmer level. Enrollment limited to 15.

2 credits

*Kim Bierwert*

T Th 9-10:20 a.m.

**980a Tennis (Beginning)**

The development of tennis skills, principles, evolution, strokes, and strategy. Enrollment limited to 16 per section.

1 credit

*To be announced*

a: M W 8-8:50 a.m.

b: M W 10-10:50 a.m.

c: T Th 8-8:50 a.m.

d: T Th 10:30-11:20 a.m.

e: T Th 2-2:50 p.m.

**980b Tennis (Beginning)**

A repetition of 980a.

1 credit

*To be announced*

a: M W 8-8:50 a.m.

b: M W 10-10:50 a.m.

c: T Th 8-8:50 a.m.

d: T Th 10:30-11:20 a.m.

e: T Th 2-2:50 p.m.

**982a Tennis (Intermediate)**

The development of stroke consistency, shot direction, and singles and doubles strategy.

Prerequisite: permission of the instructor.

Enrollment limited to 16 per section.

1 credit

*To be announced*

a: M W 11-11:50 a.m.

b: M W 1:30-2:20 p.m.

c: M W 2:40-3:30 p.m.

**982b Tennis (Intermediate)**

A repetition of 982a.

1 credit

*To be announced*

a: M W 11-11:50 a.m.

b: M W 1:30-2:20 p.m.

c: M W 2:40-3:30 p.m.

**985a Tennis (Advanced)**

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: 3.5 rating on the National Tennis Rating System or permission of the instructor. Enrollment limited to 16.

1 credit

*To be announced*

T Th 3-3:50 p.m.

**985b Tennis (Advanced)**

A repetition of 985a.

1 credit

*To be announced*

T Th 3-3:50 p.m.

**990a Yoga**

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments, and imbalances. Enrollment limited to 20.

1 credit

*Deborah Neubauer*

a: Th 1-2:50 p.m.

b: Th 3-4:50 p.m.

**990b Yoga**

A repetition of 990a.

1 credit

*Deborah Neubauer*

Th 1-2:50 p.m.

**992b Yoga (Experienced)**

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 942. Introduction of new postures along with continued discus-

sions of yoga philosophy. Prerequisite: 942 Enrollment limited to 20.

1 credit

*Deborah Neubauer*

Th 3-4:50 p.m.

## C. Performance Courses— Noncredit

**X10 Aerobic Dance**

*To be announced*

fall a: M W 7:30-8:20 p.m.

b: T Th 7:30-8:20 p.m.

spring a: M W 7:30-8:20 p.m.

b: T Th 7:30-8:20 p.m.

**Riding**

Recreational riding, noncredit riding instruction, and participation in competitive riding are all available at Smith College. The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stables, extension 2734.

## The Minor in Exercise and Sport Studies

**Adviser:** James Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance courses.

Course selection for the minor must be approved by a faculty adviser.

## D. Graduate Courses

**Adviser:** Donald Siegel.

### 505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.

4 credits

*Christine Shelton*

To be arranged

### 505b Theoretical and Practical Foundations of Coaching

A repetition of 505a.

4 credits

*To be announced*

To be arranged

### 506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b.

4 credits

*Christine Shelton*

To be arranged

### 506b Advanced Practicum in Coaching

A repetition of 506a.

4 credits

*Christine Shelton*

To be arranged

### [510b The Anatomical and Mechanical Analysis of Movement]

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. To be offered in 1993-94.

4 credits

### 515b Exercise Physiology

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity.

Prerequisite: 215a or undergraduate exercise physiology.

4 credits

*James Johnson*

T Th 9-10:20 a.m.; lab to be arranged

### 530a Statistical Methods for Exercise and Sport Studies

Quantitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool.

4 credits

*To be announced*

M W F 9-9:50 a.m.

### [540a Microcomputers in Exercise and Sport Studies]

Examination of computer utilization in the organization and administration of physical activity programs. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs. To be offered in 1993-94.

4 credits

### [550a Women In Sport]

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. To be offered in 1993-94.

4 credits

### 560a Supervised Teaching in Physical Education

Individually arranged.

4 credits

### 560b Supervised Teaching in Physical Education

A repetition of 560b.

4 credits

### 565a Seminar in Skill Acquisition and Performance

Survey of topics relevant to skill acquisition and performance, including detailed analysis



of perceptual, decision-making, and effector processes. Independent research required.  
4 credits

*Donald Siegel*

T Th 9-10:20 a.m.

**[570b Seminar in Sport Psychology]**

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation, and the effect of stress on performance. Students are required to do independent research. To be offered in 1993-94.

4 credits

**575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited.

4 credits

*Mary O'Carroll*

M W F 9-9:50 a.m.; lab F 8-8:50 a.m.

**580a Special Studies**

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

**580b Special Studies**

4 credits

**590a Thesis**

4 credits

*Members of the Department*

**590b Thesis**

4 credits

**590d Thesis**

8 credits

# Film Studies

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## Assistant Professors

Deborah Linderman, Ph.D. (English Language and Literature and Film Studies), *Director*  
 Norman Cowie, M.F.A. (Visiting Assistant Professor of Film/Video at the University of  
 Massachusetts under the Five College Program)

## Lecturer

<sup>1</sup>Justin West, M.F.A.

## Advisers

Hans R. Vaget, Professor of German Language and Literature and of Comparative Literature  
 Dean Flower, Professor of English Language and Literature  
 Barbara Kellum, Assistant Professor of Art  
 Deborah Linderman, Assistant Professor of English Language and Literature and of Film  
 Studies

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## 200a Introduction to Film Studies

Examining the structural attributes of narrative cinema, this course will focus on the dominant model elaborated within the American studio system, although there will also be exploration of alternatives to that model. The course will stress investigation of the various ways in which contemporary theories—psychoanalysis, linguistics, feminist and ideological analysis—have been applied to cinematic representation. Film has been a particularly productive site for semiotic analysis because it activates different types of signs (image, voice, music, text, etc.) and because the cinema is a social institution with significant ideological effects. Students will be asked to confront individual films with the theoretical frameworks through close analysis. Screening fee.

4 credits

*Deborah Linderman*

T Th 1-2:30 p.m.; screening times M W 7:30-9:30 p.m.

## 231a Great Directors

Topic for 1992-93: Fritz Lang (1890-1976). A study of representative examples from one director's work, its stylistic and thematic

characteristics, its contribution to the development of cinema, its cultural and historical context. Examples from Lang's German and American work with special attention to questions of genre and audience. Among the films to be viewed: *The Nibelungen*; *Metropolis*; *M*; *Dr. Mabuse*; *Fury*; *Hangmen Also Die*; *The Woman in the Window*; *The Big Heat*; *The Blue Gardenia*; *While the City Sleeps*. Screening fee.

4 credits

*Hans R. Vaget*

M W 2:40-4 p.m.; screening time M 7:30-9:30 p.m.

## [241a Genre/Period]

To be offered in 1993-94.

4 credits

## REL 246a Religious Themes in Contemporary Film

## ENG 278b Mystery in Film and Fiction

## FRN 250b French Cinema

**281a Video Field Production**

An introduction to video production which offers a solid technical grounding in camerawork, editing, building pictorial continuity and developing a narrative, with emphasis on awareness of the relations between form and content. Class work will involve individual and group production, as well as discussion and critique. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to 16.

4 credits

*Justin West*

M W 1:10-2:30 p.m.

**291b Experimental Narrative**

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of “counter-narrative” projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions, and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in photography, film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) Subject to the approval of the Committee on Academic Policy.

4 credits

*Norman Cowie*

W 1-4 p.m.; screening time T 4-6 p.m.

**ART 292b Colloquium: Film and Art History****ITL 342a Italian Cinema****[349a Women and Cinematic Representation]**

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification with patriarchy's dominant images, of the possibility of production of counter-images, and finally of a specifically feminist alternative

cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in film studies. Screening fee. To be offered in 1993-94.

4 credits

*Deborah Linderman*

**350b Questions of Cinema**

Topic for 1992-93: The Postmodern Aesthetic. This course will offer an encounter with the central elements of postmodern theory and practice. We will consider the place of the artist in modernist practice, especially given the transformation of the role of the artist in the late 19th century. We will look at how such directors as Leone and Altman respond to the “atrophy” of classical cinema, and at parallel responses of several avant-garde directors. We will discuss how “media culture,” specifically televisual and video art, dominates a postmodern cultural landscape and social condition. Finally, we will examine the relation of cinema to both pop culture and High Culture, asking in this connection whether artistic works historically regarded as revolutionary can still have the same subversive effects. Prerequisite: one course in cinema, preferably 200 or the equivalent. Permission of the instructor is required. Screening fee.

4 credits

*Deborah Linderman*

T 1-3 p.m.; screening times M W 7:30-9:30 p.m.

**[351b Film Theory]**

Film theory has in large part been comprised from psychoanalysis. This year the course will focus on some of the constitutive work by Freud and Lacan, reviewing classical scenarios having to do with the formation of sexuality, defense mechanisms, the death wish, sadism and masochism, the entry into language, “fraying,” “propping” on the fantasmatic breast, voyeurism, fetishism, and the cultural production of meaning. We will conclude by reading some film theory based on these conceptions. Permission of the instructor is required. To be offered in 1993-94.

4 credits

*Deborah Linderman*



### 361a Semiotic Perspectives for the Cinema

Semiotics is the study of how meaning is produced, transmitted, circulated, and received within culture. This course will offer an introduction to the basic concepts of semiotics and the work of major thinkers in the field. Readings are heavily theoretical and are drawn from areas of linguistics, psychoanalysis, anthropology, feminism, and literary and ideological analysis. The emphasis will fall on a reading of a select number of key texts by Saussure, Freud, and Marx, and their subsequent re-reading by Barthes, Lévi-Strauss, Lacan, Althusser, Foucault, Irigaray, and others. Biweekly films will provide supplements and alternative textual instances. Admission by permission of the instructor. Screening fee. Fulfills Film Theory requirement for the minor.

4 credits

*Deborah Linderman*

Th 1-3 p.m.; screening times T 4-6 p.m., W 7:30-9:30 p.m.

### GOV 366a Seminar: Ideology, Culture, Politics

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Minor

**Advisers:** Deborah Linderman (English Language and Literature and Film Studies).

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a	Introduction to Film Studies
[FLS 351b]	Film Theory]

Electives:

ART 292b	Film and Art History
FRN 250b	French Cinema (in 1992-93 offered in English)

FLS 231a	Great Directors
[FLS 241a]	Genre/Period]

REL 246a	Religious Themes in Contemporary Film
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ENG 278b	Mystery in Film and Fiction
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FLS 281a	Video Film Production
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FLS 291b	Experimental Narrative
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[FLS 349a]	Women and Cinematic Representation]
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FLS 361a	Semiotic Perspectives for the Cinema
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GOV 366a	Ideology, Culture and Politics
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ITL 342b	Italian Cinema
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# French Language and Literature

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## Professors

§Marie-José Madeleine Delage, Lic. ès L.,  
D.E.S., Docteur  
en Histoire  
Patricia Weed, Ph.D.  
Lawrence Alexander Joseph, Ph.D.  
James J. Sacré, Ph.D.  
David R. Ball, Lic. ès L., Docteur en  
Littérature Générale et Comparée (French  
Language and Literature and Comparative  
Literature)  
Marilyn Schuster, Ph.D. (French Language  
and Literature and Comparative Literature), *Chair*  
§Mary Ellen Birkett, Ph.D.

Denise Rochat, Ph.D.  
Eglal Doss-Quinby, Ph.D.  
Janie Vanpée, Ph.D.

## Assistant Professor

Leyla Ezdinli, Ph.D.

## Lecturers

<sup>1</sup>Jamel Maouati, Docteur de Troisième Cycle  
en Littérature Comparée  
<sup>1</sup>Nicole Ball, C.A.P.E.S. de Lettres Modernes

## Sèvres Visiting Lecturer

Pascale Farago, Agrégée de l'Université

## Associate Professors

Ann Leone, Ph.D.  
Martine Gantrel-Ford, Agrégée de  
l'Université, Docteur de Troisième Cycle  
en Littérature Française

All classes and examinations in the department are conducted in French with the exception of cross-listed courses and 250. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary French

A one-year nonintensive elementary course. Open to students with no previous credit in French or fewer than two years of high school French. Four class hours a week plus laboratory.

8 credits

*Eglal Doss-Quinby*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; *Leyla Ezdinli*, M W F 11 a.m.-12:10 p.m.

**110d Intensive Elementary French**

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to students who have studied French, except by permission of the department. Six class hours a week plus laboratory. Enrollment limited to 15 per section.

12 credits

*Denise Rochat*, M W F 9-9:50 a.m., T Th 9-10:20 a.m.; *Ann Leone*, M W F 10-10:50 a.m., T Th 10:30-11:50 a.m.

**120a Low Intermediate French**

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to reading short texts and developing writing skills. Prerequisite: two or three years of high school French. Four class hours per week plus laboratory.

4 credits

*Jamel Maouati*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; *Janie Vanpée*, M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

**220a Intermediate French**

Comprehensive grammar review through weekly practice in writing and class discussion. Texts will include a short movie, a play, and a novel. Prerequisite: three or four years of high school French, 100d, 110d, 120 or permission of the department.

4 credits

*David Ball*, M W F 9-9:50 a.m., Th 4-4:50 p.m.; *Pascale Farago*, M W F 10-10:50 a.m., Th 4-4:50 p.m.; *Pascale Farago*, M W F 1:10-2:30 p.m.; *Martine Gantrel-Ford*, T Th 9-10:20 a.m.

**220b Intermediate French**

A repetition of 220a.

4 credits

*Martine Gantrel-Ford*, M W F 10-10:50 a.m., Th 4-4:50 p.m.; M W F 11 a.m.-12:10 p.m.

**300a Advanced Grammar and Composition**

Emphasis on some of the more difficult points of grammar. Weekly compositions: some work in phonetics; an initiation to the art of translation. Discussion and oral reports based on short texts and films. Prerequisite: one 200-level French course or permission of the instructor.

4 credits

*Patricia Weed*

M W F 11-11:50 a.m.

**301b Advanced Composition**

A continuation of 300a. Emphasis on vocabulary building and development of prose style through weekly compositions or oral presentations. Some text editing; prose style analysis of major authors or journalists. Continuation of phonetic practice. Occasional films and videos. Prerequisite: 300a or permission of the instructor.

4 credits

*Janie Vanpée*

T Th 10:30-11:50 a.m.

**B. Literature**

Unless otherwise stated, the prerequisite for 200-level literature or civilization courses is four years of high school French, or permission of the department.

Unless otherwise stated, the prerequisite for 300-level courses is one semester literature or civilization course at the 200-level or permission of the department. Students are strongly advised to take no more than two 200-level courses in literature or civilization.

**AAS 201b The Literature of French-Speaking African and Caribbean Peoples in Translation****230a Readings in Modern Literature**

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced literature courses. A student may take only one section of 230.

4 credits

**A. New Writing**

Topic for 1992-93: Black Women Writers. Images of slavery, sexuality, and France in the works of contemporary Black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé, and Simone Schwarz-Bart.

*Leyla Ezdinli*

M W F 9-9:50 a.m.



**B. Quest for Identity**

An examination of the theme of identity, especially as it relates to gender, race, culture, and memory. Such authors as Sartre, Sarraute, Yacine and Beckett.

*James Sacré*

M W F 10-10:50 a.m.

**C. Childhood and Self-Discovery**

An examination of the representation of childhood and its relationship to family, society, memory, creativity, and self-discovery. Readings from 20th-century French and Francophone authors such as Colette, Alain Fournier, Christiane Rochefort, Marie-Clair Blais. Films by directors such as Truffaut, Malle, and others.

*Denise Rochat*

M W F 11 a.m.-12:10 p.m.

**230b Readings in Modern Literature**

4 credits

**A. Fantasy and Madness**

Readings in various genres. Such authors as Maupassant, Alain-Fournier, Giraudoux, Supervielle.

*Pascale Farago*

T Th 9-10:20 a.m.

**B. Quest for Identity**

Readings in various genres. Such authors as Anouilh, Colette, Camus, Ionesco, Duras.

*Lawrence Joseph*

T Th 10:30-11:50 a.m.

**C. Men and Women of Letters**

A combination of short literary pieces and personal letters (to family members, peers, lovers, etc.) by well-known 19th- and 20th-century authors. Emphasis will be placed on the relation of personal voice to literary style, and on that of the authors to their times.

Mérimée, George Sand, Flaubert, Colette.

*Martine Gantrel-Ford*

M W F 1:10-2:30 p.m.

**240a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on civilization. Basis for both French literature and French studies majors.

4 credits

Lec. T 3-3:50 p.m.; sect. *Eglal Doss-Quinby*, M W F 10-10:50 a.m.; *James Sacré* M W F 11-11:50 a.m.

**240b Introduction to the Literature and Civilization of France**

A repetition of 240a.

4 credits

Lec. T 3-3:50 p.m.; sect. *James Sacré*, M W F 9-9:50 a.m.; *Eglal Doss-Quinby*, M W F 10-10:50 a.m.

**241a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors.

4 credits

Lec. T 4-4:50 p.m.; sect. *Patricia Weed*, M W F 9-9:50 a.m.; *Jamel Maouati*, M W F 10-10:50 a.m.

**241b Introduction to the Literature and Civilization of France**

A repetition of 241a.

4 credits

Lec. T 4-4:50 p.m.; sect. *Janie Vanpée*, T Th 9-10:20 a.m.

**259a Studies in Literary Forms: The Novel**

Readings of novels from Balzac to Duras.

Prerequisite: one semester course in language, literature, or civilization at the 200 level, or permission of the department. Well-qualified first-year students are urged to seek admission to this course.

4 credits

*Pascale Farago*, M W F 11 a.m.-12:10 p.m.;

*Marilyn Schuster*, M W F 1:10-2:30 p.m.

**259b Studies in Literary Forms: The Novel**

A repetition of 259a.

4 credits

*Ann Leone*

M W F 11-11:50 a.m.

**CLT 262a Theatre about Theatre**

4 credits

*David Ball*

M W F 11 a.m.-12:10 p.m.

**CLT 272b Women Writing: 20th-Century Fiction**

4 credits

*Marilyn Schuster*

M W F 1:10-2:30 p.m.

**CLT 274a The Garden: Paradise and Battlefield**

4 credits

*Ann Leone*

M W F 1-2 p.m.

**310a French Literature of the Middle Ages**

Topic for 1992-93: Erotisme et Courtoisie.

Through representative narrative and lyric texts, this course will explore the emergence, codification, and eventual degradation of the concept of *fin' amors*, and oppose the courtly model of love to the eroticism characteristic of certain *genres populaires*.

4 credits

*Eglal Doss-Quinby*

M W F 11-11:50 a.m.

**[320a French Literature of the Renaissance]**

An introduction to the major authors of the 16th century, including Rabelais, the poets of the Pléiade, and Montaigne. To be offered in 1993-94.

4 credits

**330b French Literature of the 17th Century**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical aesthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing, and rebellion against authority.

4 credits

*Patricia Weed*

M W F 9-9:50 a.m.

**340a French Literature of the 18th Century**

Topic for 1992-93: Representing Woman in the Novel. The central role of woman, both as author and heroine, in the French novel of the eighteenth century. Works by Prévost, Marivaux, Rousseau, Françoise de Graffigny, Marie-Jeanne Riccoboni, Diderot, Laclos, Isabelle de Charrière.

4 credits

*Janie Vanpée*

M W F 9-9:50 a.m.

**350a Preromanticism and Romanticism**

The romantic revolution in the first half of the 19th century. Works by Rousseau, Chateaubriand, the Duchesse de Duras, Hugo, Musset, Vigny, Stendhal, and others.

4 credits

*Leyla Ezdinli*

M W F 10-10:50 a.m.

**355b From Realism to Decadence**

Fiction and poetry of the second half of the 19th century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism; naturalism and the scientific awakening; symbolism and decadence.

4 credits

*Lawrence Joseph*

T Th 9-10:20 a.m.

**360a French Literature of the 20th Century**

A study of major writers, their place in the cultural debate about the relationship of literature to society, and their response to social change. Authors such as Proust, Gide, Yourcenar, and Tournier.

4 credits

*Martine Gantrel-Ford*

T Th 10:30-11:50 a.m.

**365b Francophone Literature**

A study of themes and forms of French literature outside of France in their cultural and historical contexts. Topic for 1992-93: French Canadian Women Writers. A study of fiction by some of French Canada's major writers such as Guèvremont, Roy, Blais, Hébert, Maillet.

4 credits

*Denise Rochat*

M W F 11 a.m.-12:10 p.m.

**404a Special Studies**

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**404b Special Studies**

4 credits

C. Civilization

240 and 241, see Section B., Literature

Unless otherwise stated, the prerequisite for 200-level literature or civilization courses is four years of high school French or permission of the department.

Unless otherwise stated, the prerequisite for 300-level courses is one semester literature or civilization course at the 200-level or permission of the department. Students are strongly advised to take no more than two 200-level courses in literature or civilization.

235b Modern Life: The French Experience

An introduction to French culture. The course focuses on major historical, geographical, and contemporary cultural realities and introduces basic concepts of the French perception of France. Emphasis on 20th-century France.

4 credits  
Leyla Ezdinli  
M W F 10-10:50 a.m.

250b French Cinema

A survey of French Cinema from its beginnings with the Lumi\_re screenings in 1895 to the present. The approach will be cultural and historical. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Given in English. (To be offered in French in alternate years). Attendance at both film showings is required.

4 credits  
David Ball  
T Th 9-10:20 a.m.; film viewing W 7:30-9:30 p.m.; Th 3-4:50 p.m.

251b Contemporary Civilization: The French Press

An examination of contemporary French civilization in periodicals such as *Le Monde*, *L'Express*, *L'Evènement du jeudi*, and others. Problems including the role of the media, education and youth, French politics, and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied.

4 credits  
James Sacré, M W F 10-10:50 a.m.; Pascale Farago, T Th 10:30-11:50 a.m.

[380b Modern French Civilization]

To be offered in 1993-94.  
4 credits

389b Integrating Course

A course for seniors designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography; economic and social evolution; Christian and humanistic traditions.

4 credits  
Patricia Weed  
M W F 11 a.m.-12:10 p.m.

D. Seminars

390a Stylistics

Composition, translations, analyses of various oral and written French styles.

4 credits  
Patricia Weed  
T 1-2:50 p.m.

391a Theme and Form in French Literature

Topic for 1992-93: Formal Constraints and Freedom of Writing: Lyricism in Poetry. Readings include works by Louise Lab\_ and Joachim du Bellay; Marceline Desbordes-Valmore and Gérard de Nerval; some modern French and Canadian poets.

4 credits  
James Sacré  
Th 1-2:50 p.m.

[393a French Thought]

To be offered in 1993-94.  
4 credits

[394b Studies in 19th-Century Literature]

To be offered in 1993-94.  
4 credits

395b Studies in 20th-Century Literature

Topic for 1992-93: Literature of Collaboration and Resistance. From 1940-44, most of France was occupied by the armies of Nazi Germany. How was the Occupation treated in French literature, and why? Answers will be sought in the works of such authors as



Duras, Vercors, Sartre, Beauvoir, Camus, Eluard, Drieu La Rochelle, Brasillach and Céline. Some attention to films of the period as well.

4 credits

*David Ball*

Th 7:30-9:30 p.m.

## The Majors

**Advisers:** Eglal Doss-Quinby, James Sacré, Janie Vanpée, Patricia Weed.

**Advisers for Study Abroad:** Denise Rochat, James Sacré, Patricia Weed.

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

## French Language and Literature

Requirements:

1. The basis for the French language and literature major: 240 or 241, or an equivalent accepted by the department;
2. Nine additional 4-credit courses to be taken in the French department and distributed as follows:
  - a. 300a, followed by 301b;
  - b. a seminar in French language, literature, or civilization, to be taken in the senior year;
  - c. six additional semester courses (200 or 300-level), of which four must be literature courses at the 300 level.

A major must take at least one literature course in five of the following periods: Middle Ages, Renaissance, 17th century, 18th century, 19th century, 20th century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in only one of the periods.

A student electing to take 240 and 241 may use only one of these courses to fulfill the period requirement.

## French Studies

Requirements:

1. The basis for the French Studies major: 240 or 241, or an equivalent accepted by the department;
2. Seven 4-credit courses in the French department distributed as follows:
  - a. 300a, followed by 301b;
  - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
  - c. a 300-level course or a seminar in French language, literature, or civilization to be taken in the senior year;
  - d. three additional 4-credit courses in French literature or civilization, of which two must be at the 300 level;
3. Two other 4-credit courses chosen from the French department (200 or 300-level) or from appropriate offerings in other departments.

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in only one of the periods.

A student electing to take 240 and 241 may use only one of these courses to fulfill the period requirement.

## Honors

**Director:** Martine Gantrel-Ford.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A

one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

## E. Graduate

**Adviser:** David Ball.

### **580a Advanced Studies**

Arranged in consultation with the department.

4 credits

### **580b Advanced Studies**

4 credits

### **580d Advanced Studies**

8 credits

### **590a Research and Thesis**

4 or 8 credits

### **590b Research and Thesis**

4 or 8 credits

### **590d Research and Thesis**

8 credits

# Geology

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## Professors

H. Robert Burger, Ph.D.  
 H. Allen Curran, Ph.D., *Chair*  
 †Brian White, Ph.D.  
 John B. Brady, Ph.D.  
 Robert M. Newton, Ph.D.

## Assistant Professor

Benjamin J. Greenstein, Ph.D.

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## Lecturer

Ann Moss Burger, M.A.

## Research Associate

Casey Ravenhurst, Ph.D.

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

### 105a Natural Disasters: Understanding and Coping

An analysis of several types of hazards (earthquakes, volcanic eruptions, landslides, floods, meteorite impacts, and severe weather), the current status of predicting disasters, how to minimize their impact, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors.  
 4 credits

*Robert Burger*

M W F 2:40-3:30 p.m.

### 106a Landscapes of North America

An examination of North American landscapes with emphasis on the origin of the national parks and monuments. Intended for nonscience majors.

4 credits

*Robert Newton*

M W F 9-9:50 a.m.

### [107b Dinosaurs and Extinct Mammals]

The study of the origin, evolution, and ecology of dinosaurs, ancient birds, and extinct

mammals from a geologic perspective. Controversies concerning dinosaur social behavior and physiology and the extinction of these intriguing animals will be examined in light of recent geological evidence. Current debates concerning the habits and habitats of extinct mammals and early humans will also be discussed. Field trips to a local dinosaur footprint site and to a natural history museum will enhance our examination of the origin and extinction of species on our planet. To be offered in 1993-94.

4 credits

### 108b Oceanography

An introduction to the marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise.

4 credits

*Allen Curran*

M W F 9-9:50 a.m.; lab M 1:10-4 p.m. or T 1-3:50 p.m. or W 1:10-4 p.m. or Th 1-3:50 p.m.

### [109b The Environment]

A study of the interrelationships between various elements of the earth's environment



and the growing human population, urbanization, and industrialization. Topics include characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate. To be offered in 1993-94.

4 credits

### **111a Introduction to Earth History**

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents, and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages, and dinosaur habitats.

4 credits

*Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab T 1-3:50 p.m. or W 1:10-4 p.m. or Th 1-3:50 p.m.

### **111b Introduction to Earth History**

A repetition of 111a.

4 credits

*Robert Burger and Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab M 1:10-4 or Th 1-3:50 p.m.

### **221a Mineralogy**

Elements of crystallography and crystal chemistry; principles of optical mineralogy, x-ray diffraction and spectroscopy; identification and parageneses of the common rock-forming and minerals. Prerequisite: 111a or b, or 108b.

4 credits

*John Brady*

T Th 10:30-11:50 a.m.; lab Th 1:10-4 p.m.

### **222b Petrology**

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a.

4 credits

*John Brady*

T Th 10:30-11:50 a.m.; lab Th 1:10-4 p.m.

### **231a Invertebrate Paleontology and Paleoecology**

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences.

4 credits

*Allen Curran*

M W F 11 a.m.-12:10 p.m.; lab W 1:10-4 p.m.

### **[232a Sedimentology]**

A study of modern sediments, sedimentary processes, and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisites: 111a or b, or 108b. To be offered in 1993-94.

4 credits

### **241b Structural Geology**

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 111a or b, or any 200-level geology course.

4 credits

*Robert Burger*

M W F 9-9:50 a.m.; lab T 1-4 p.m.

### **251b Geomorphology**

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, or 108b.

4 credits

*Robert Newton*

M W F 10-10:50 a.m.; lab M 1:10-4 p.m.

### **PPL 303b Public Policy for Marine and Coastal Resources**

#### **309a Groundwater Geology**

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide ground-

water development, and methods of artificial recharge. Prerequisites: 111a or b and MTH 111a or b.

4 credits

*Robert Newton*

M W F 11 a.m.-12:10 p.m.; lab W 1:10-4 p.m.

### **311a Environmental Geophysics**

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity, and magnetics. Extensive field-work including delineating aquifer geometries, determining buried landfill boundaries, and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level, and MTH 111a or b.

4 credits

*Robert Burger*

T Th 10:30-11:50 a.m.; lab T 1-4 p.m.

### **[334b Carbonate Sedimentology]**

A detailed study of carbonate rocks. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a. To be offered in 1993-94.

4 credits

### **[355a Senior Seminar]**

To be offered in 1993-94.

4 credits

### **361b Tectonics and Earth History**

Current topics in geology will be emphasized in a review of the chronology of events in earth history. Tectonic processes and their effect on the rock and paleontologic records will be traced from the Precambrian to the present. A study of the Appalachians will emphasize the development of collisional and tensional tectonic regimes and the evolution of marine and terrestrial ecosystems through time. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently with this course.

4 credits

*John Brady and Benjamin Greenstein*

T Th 9-10:20 a.m.

### **404a Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

4 credits

*Members of the Department*

### **404b Advanced Work or Special Problems in Geology**

4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## **The Major**

**Advisers:** for the class of 1993, Robert Burger; for the class of 1994, John Brady; for the class of 1995, Benjamin Greenstein.

**Adviser for Study Abroad:** Benjamin Greenstein.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, [232a], 241b, 251b, and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

## **The Minor**

**Advisers:** same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might

take 111a or b, [107b], 231a, [232a], 251b, and 361b. A student concerned about environmental and resource issues might take 111a or b, 108b, [109b], 221a, [232a], and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Robert Burger.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

Basis: 111a or b, or 108b.

Requirements: seven semester courses above the basis and including the following: 221a, 222b, 231a, [232a], 241b, 251b, and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

The department regularly sponsors an inter-term trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.



# German Language and Literature

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## Professors

Willy Schumann, Ph.D.  
Hans Rudolf Valet, Ph.D. (German Language  
and Literature and Comparative Literature)

## Associate Professors

Margaret Skiles Zelljadt, Ph.D.  
Gertraud Gutzmann, Ph.D.  
Jocelyne Kolb, Ph.D.  
Joseph George McVeigh, Ph.D., *Chair*

## Instructor

Sunka Simon, M.A.

## Lecturer

Ernestine Stieber, M.A.

## Adjunct Lecturer and Director of the Center for Foreign Languages and Cultures

Robert Chapin Davis, Ph.D.

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Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100d, 110d, 120a).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## A. German Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis

on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

8 credits

*Ernestine Stieber*, M T W F 8-8:50 a.m.;

*Joseph McVeigh*, M W F 10-10:50 a.m., Th 4-4:50 p.m.

### 110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.

12 credits

*Sunka Simon*

M W F 10-10:50 a.m., T Th 9-10:20 a.m.

### 115d Reading German

For juniors and seniors who wish to acquire a reading knowledge of German and who have not taken a college-level German course for credit. In the first semester, the emphasis will be on grammar and syntax; in

the second, on reading. Texts will be chosen from a variety of fields. Enrollment limited to 20. Students with the appropriate preparation may petition to enter at mid-year for 4 credits. 8 credits

First semester: *Willy Schumann*, M W F 9-9:50 a.m.; Second semester: *Hans R. Vaget*, M W F 9-9:50 a.m.

### **120a Intermediate German I**

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing, and aural comprehension. Prerequisite: two entrance units or 100d.

4 credits

*Gertraud Gutzmann*, M W F 11 a.m.-12:10 p.m.; *Sunka Simon*, M W F 1:10-2:20 p.m.

### **220a Intermediate German II**

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a, or permission of the instructor.

4 credits

*Robert Davis*

M W F 1:10-2:20 p.m.

### **220b Intermediate German II**

A repetition of 220a.

4 credits

*Ernestine Stieber*

M W F 11 a.m.-12:10 p.m.

### **221a Conversation and Composition**

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary, and essay.

4 credits

*Gertraud Gutzmann*

M W F 1:10-2:30 p.m.

### **221b Conversation and Composition**

A repetition of 221a.

4 credits

*Sunka Simon*

M W F 1:10-2:30 p.m.

### **[240b Analyzing and Writing Contemporary German]**

Designed to assist intermediate students in understanding contemporary German texts from the perspective of purpose, content, and style. Materials will include advertisements, newspaper articles, letters, cartoons, speeches, official forms, literary selections, and song lyrics, as well as taped interviews and conversations. Weekly practice in writing and a selective grammar review. Prerequisite: 221a or b, placement, or permission of the instructor. To be offered in 1993-94.

4 credits

### **340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor.

4 credits

*Hans R. Vaget*

T Th 1-2:50 p.m.

## **B. German Literature and Civilization**

### **225a Readings in German Literature**

An introduction to German literature with attention to literary form and literary analysis; designed to develop skills in oral expression and expository writing. Topic for 1992-93: Childhood and Youth from Grimm's Fairy Tales to the Present. Readings by authors such as Tieck, Stifter, Thomas Mann, Wedekind, Musil, Brecht, Seghers, Bachmann, Sch\_tz, Wolf, Hein. Prerequisite: 221a or b or permission of the instructor.

4 credits

*Gertraud Gutzmann*

T Th 10:30-11:50 a.m.

### **281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment,

Goethezeit, the 19th century, the Wilhelminian Era, the Weimar Republic, the Third Reich, with a brief exploration of developments after 1945); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. Prerequisites: 221 or 225 or permission of the instructor. Introductory courses in European history strongly recommended.

4 credits

Willy Schumann

M W F 11 a.m.-12:10 p.m.

### 301b Literary Forms and Genres

Topic for 1992-93: *Kurzprosa*. The development of one of the major genres in its cultural context: poetry; drama (*Lustspiel*, *Trauerspiel*, *Geschichtsdrama*); narrative (*Novelle*, *Bildungsroman*, *Eberoman*, *Autobiographie*). Prerequisite: 225 or permission of the instructor.

4 credits

Joseph McVeigh

T Th 9-10:20 a.m.

### [332a The Age of Goethe]

The course will alternately concentrate on *Aufklärung*, *Sturm und Drang*, and *Weimarer Klassik*. To be offered in 1993-94.  
4 credits

### [334b Romanticism]

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of "folk" poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. To be offered in 1993-94.  
4 credits

### 335b Nineteenth-Century Literature

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on movements such as Young Germany, Poetic Realism, and Naturalism. A consideration of the following questions: political opposition and social commitment; the unsuccessful revolution of 1848; nationalism and unification. Representative works by authors such as Heine, Büchner, Keller, Mörike, Annette von Droste-Hülshoff,

Fontane, Raabe, Hauptmann; Marx, Nietzsche, Wagner.

4 credits

Willy Schumann

T Th 10:30-11:50 a.m.

### 336a Twentieth-Century Literature

Topic for 1992-93: The Early 20th Century. Continuity and innovation against the disruptions of recent German history. The course will focus alternately on turn-of-the-century and post-war literature. **The Early 20th Century:** the modernisms of Vienna 1900, Expressionism, and the Weimar Republic. Works by authors such as Schnitzler, Hofmannsthal, George, Rilke, Musil, Wedekind, Thomas and Heinrich Mann, Kafka, Horváth, Fleißer, Lasker-Schüler. **1933 to the Present:** exile literature; the literary response to National Socialism and the Holocaust (*Vergangenheitsbewältigung*) and to the division of Germany. Works by authors such as Brecht, Frisch, Dürrenmatt, Weiss, Benn, Celan, Böll, Grass, Walser, Ch. Wolf, Bachmann, Seghers, Handke, Bernhard.

4 credits

Joseph McVeigh

T Th 10:30-11:50 a.m.

### 351b Senior Seminar: Major Authors

Topic for 1992-93: Max Frisch. Concentration on the works of one author, sometimes two, with attention to the aesthetic, cultural, and political issues that shaped those works.  
4 credits

Joseph McVeigh

T Th 1-2:50 p.m.

### CLT 361a The Faust Myth

#### 404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department.  
4 credits

#### 404b Special Studies

4 credits

#### 408d Special Studies

8 credits



## C. Courses in English

### 227b Topics in German Literature

Topic for 1992-93: Wagner, Hitler, and the Political Uses of Art. Starting with the current debate about Wagner in Israel we will study various questions posed by Wagner's impact on European culture and politics: Wagner's reform of opera; his nationalism and anti-semitism; nationalist, modernist, and Marxist readings of Wagner; Hitler as Wagnerian; Wagner in the Third Reich; the Hitler-Wagner debate in America and Germany. We will study one opera in detail, *The Mastersingers of Nuremberg* (video); readings from Wagner, Nietzsche, Hitler, P. Viereck, T. Mann, T.W. Adorno, E. Bloch, and others.  
4 credits

*Hans R. Vaegt*

M W 2:40-4 p.m.

### [228a The New German Cinema]

Representative films of the New German Cinema (1962-present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Kluge, Schlöndorff, Trotta, Wenders, Brückner, Sanders-Brahms. To be offered in 1993-94.  
4 credits

### FLS 231a Great Directors

Topic for 1992-93: Fritz Lang (1890-1976). Screening fee.  
4 credits

*Hans R. Vaegt*

M W 2:40-4 p.m.; film viewing M 7:30-9:30 p.m.

### [FLS 241a Genre/Period]

### 288a History and Literature of Germany: 1945 to the Present

A study of the social, political and cultural development of the Federal Republic and the German Democratic Republic since 1945, and in particular the role of literature, theatre, film, the press and popular culture in this process. Special attention will be given to current changes in Central Europe since the opening of the border between East and

West Germany; the issue of unity; and the potential impact of these changes on Europe in the 1990s. Texts by authors such as Böll, Seghers, Grass, Ch. Wolf, Heym, Walser, Schneider, Maron, Hein and other current authors.

4 credits

*Gertraud Gutzmann*

T Th 9-10:20 a.m.

## The Major

**Advisers:** Gertraud Gutzmann (first semester); Hans R. Vaegt (second semester).

**Adviser for Study Abroad:** Joseph McVeigh.

Requirements: based on 110d or 220a or b or the equivalent. Nine courses above the basis: two from 221a or b or [240b], 225a, 281b; 301b; [332a]; [334b] or 335b; 336a; 340a; 351b; one from 227b, [228a], 288a, FLS 231a, [FLS 241a].

## The Minor

**Advisers:** Gertraud Gutzmann (first semester); Hans R. Vaegt (second semester).

Requirements: based on 110d or 220a or b or the equivalent. Six courses above the basis: two from 221a or b; [240b], 225a, 281b; 301b; two from [332a], [334b]; 335b; 336a or 351b; one from 227b, [228a], 288a, FLS 231a or [FLS 241a].

## Honors

**Director:** Joseph McVeigh.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a one-semester thesis course (431a), as well as an oral examination in the general area of the thesis.

# Government

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## Professors

Stanley Rothman, Ph.D.  
 Peter Niles Rowe, Ph.D.  
 Philip Green, Ph.D.  
 Donald Leonard Robinson, M.Div., Ph.D.  
 Susan C. Bourque, Ph.D., *Chair*  
 Steven Martin Goldstein, Ph.D.  
 Donna Robinson Divine, Ph.D.  
 †Martha A. Ackelsberg, Ph.D.  
 †Donald C. Baumer, Ph.D.

## Associate Professors

Walter Morris-Hale, Ph.D.  
 Patrick Coby, Ph.D.  
 †Dennis Yasutomo, Ph.D.

## Adjunct Associate Professor

<sup>1</sup>Robert Hauck, Ph.D.

## Assistant Professors

Howard Gold, Ph.D.  
 Velma E. Garcia, Ph.D.  
 Elizabeth Doherty, Ph.D.  
 Susan M. Peterson, Ph.D.

## Instructors

Alice L. Hearst, J.D.  
 Luan Troxel, A.B.

## Lecturers

George E. Shambaugh, IV, Ph.D.  
<sup>2</sup>Ronald Tiersky, Ph.D.  
<sup>2</sup>Leo Weinstein, Ph.D.

## Assistant in Social Sciences

Molly Jahnig Robinson, M.A.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

## 100d Introduction to Political Science

Students considering a government major are encouraged to take GOV 100 in their first or second year.

*First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course. 8 credits

### *Patrick Coby and Members of the Department*

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 1–1:50 p.m., Th 1–1:50 p.m., Th 1–1:50 p.m., Th 2–2:50 p.m., Th 2–2:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

*Second semester:* A study of the ideas underlying the social sciences and the criticisms

and challenges mounted by Third World scholars and feminists.

### *Donna Divine and Members of the Department*

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 1–1:50 p.m., Th 1–1:50 p.m., Th 2–2:50 p.m., Th 2–2:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

## [190a Introduction to Statistics for Political Scientists]

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation, and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics, and international relations. To be offered in 1993–94.

4 credits

## 190b Introduction to Statistics for Political Scientists

A repetition of 190a.

*Howard Gold (Government), Molly Robinson (Social Sciences)*

M W 11 a.m.-12:10 p.m.; lab to be arranged

For First-year students in their first semester, admission to 200 level courses is only by permission of the instructor.

## American Government

### 200b American Government

A study of the major institutions of American government and their interaction in the determination of public policy.

4 credits

*Donald Baumer*

M W F 9-9:50 a.m.

### 201a American Constitutional Development

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions; documents and other writings dealing with Constitutional theory and interpretation. Not open to first-year students.

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### 202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students.

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### [203a American Political Parties]

An examination of the contribution of parties to political representation and to the governing process. Opportunities for fieldwork, including participation in a local campaign. To be offered in 1993-94.

4 credits

*Donald Robinson*

### [204a Urban Politics]

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban development reflect and reinforce prevailing societal views on issues of race, sex, and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. To be offered in 1993-94.

4 credits

*Martha Ackelsberg*

### [205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1993-94.

4 credits

*Martha Ackelsberg*

### 206a The American Presidency

An analysis of the executive power in the Constitution and of the changing character of the executive branch.

4 credits

*Donald Robinson*

M W F 10-10:50 a.m.

### [207a Politics of Public Policy]

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. To be offered in 1993-94.

4 credits

*Donald Baumer*

### 208a Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties, and



Congressional elections. Students conduct election simulation. Special attention will be paid to the 1992 presidential election.

4 credits

*Howard Gold*

T Th 10:30-11:50 a.m.

### **208b Congress and the Legislative Process**

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution.

4 credits

*Donald Baumer*

M W F 11 a.m.-12:10 p.m.

### **209b Public Opinion and Mass Media in the United States**

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics.

4 credits

*Howard Gold*

T Th 10:30-11:50 a.m.

### **211b Gender and Politics**

The impact of sex on power and influence in American society. Not open to first-year students.

4 credits

*Susan Bourque*

T Th 9-10:20 a.m.

### **[230a The Politics of Advanced Industrial Society]**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western

Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

### **234a Minority Politics**

An examination of political issues facing the minority communities of American society.

Topics include electoral politics, social movements, and gender and class issues.

4 credits

*Velma Garcia*

T Th 9-10:20 a.m.

### **[PPL 254b Agricultural and Public Policy in the United States]**

To be offered in 1993-94.

4 credits

*Donald Baumer (Government), Philip Reid (Biology)*

### **PPL 303b Public Policy for Marine and Coastal Resources**

4 credits

*John Burk (Biological Sciences), Allen*

*Curran (Geology), Peter Rowe (Government)*

To be arranged

### **[PPL 304a Seminar in American Government: Science, Technology, and Public Policy]**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management, and environmental cancer. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with GOV 305b.

4 credits

*Stanley Rothman (Government) and*

*Stylhanos Scordilis (Biology)*

### **304a Seminar in American Government**

Topic for 1992-93: Law, Family, and State. This course explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required.

4 credits  
*Alice Hearst*  
 M 7:30-9:30 p.m.

### 305a Seminar in American Government

Topic for 1992-93: Presidential Leadership. Should presidents "lead?" What did the framers intend? What does leadership have to do with presidential greatness? Student projects will assess particular presidents as leaders.  
 4 credits  
*Donald Robinson*  
 T 3-4:50 p.m.

### 306b Seminar in American Government

Topic for 1992-93: Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics, and gender.  
 4 credits  
*Velma Garcia*  
 T 1-2:50 p.m.

### 307b Seminar in American Government

Topic: The Politics of Poverty. An examination of the nature and extent of poverty in the United States and of policies designed to ameliorate poverty. A primary focus will be anti-poverty legislation of the Kennedy-Johnson era, especially the effectiveness of such legislation during the 1970s and 1980s. This review of recent governmental efforts to combat poverty will set the stage for an exploration of contemporary debates about poverty policy. Prerequisite: a 200 level course in American Government.  
 4 credits  
*Donald Baumer*  
 Th 3-4:50 p.m.

### 308a Seminar in American Government

Topic for 1992-93: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues, and electoral politics. Special attention will be paid to changes during the Reagan years.  
 4 credits  
*Howard Gold*  
 T 1-2:50 p.m.

### [308b Seminar in American Government]

To be offered in 1993-94.  
 4 credits

### [310b Seminar in Urban Politics]

To be offered in 1993-94.  
 4 credits  
*Martha Ackelsberg*

### 411a Seminar in American Government

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C.  
 4 credits  
*Robert Hauck*

### 412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program.  
 8 credits  
*Donald Baumer*

## Comparative Government

### 221a The Politics of Western Europe

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation, and contemporary political issues and developments. Countries covered include: Britain, France, Italy, Sweden, and Germany. (E)  
 4 credits  
*Luan Troxel*  
 M W F 9-9:50 a.m.

### 221b The Politics of Eastern Europe

An examination of East European politics. The course will briefly trace the development of the East European states from their places in multi-ethnic empires through their inclusion in the "Soviet Bloc" in order to understand the major political problems facing the polities today. Major issues include: the collapse of communism, the rise of nationalism, economic instability, and newly forming elite-mass relationships. (E)  
 4 credits  
*Luan Troxel*  
 M W F 9-9:50 a.m.

**222a Government and Politics of the Soviet Union and Its Successor States**

An examination of the revolutionary origins, development, and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states.

4 credits

*Steven Goldstein*

M W F 11 a.m.-12:10 p.m.

**223a Governments and Politics of the Middle East and North Africa**

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies, and economic forces. Issues to be addressed include the role of oil, water, and labor; religious fundamentalism, regional conflicts, and terrorism.

4 credits

*Donna Robinson Divine*

T Th 10:30-11:50 a.m.

**223b The Founding of Constitutional Systems**

An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany, and selected nations in Eastern Europe and the Third World.

4 credits

*Donald Robinson*

M W F 9-9:50 a.m.

**224a Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered.

4 credits

*Susan Bourque*

T Th 9-10:20 a.m.

**225a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration, and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

T Th 10:30-11:50 a.m.

**[226a Government and Politics of Japan]**

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. To be offered in 1993-94.

4 credits

*Dennis Yasutomo*

**[227a Government and Politics of Israel]**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society, and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. To be offered in 1993-94.

4 credits

*Donna Robinson Divine*

**228b Government and Politics of China**

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

4 credits

*Steven Goldstein*

M W F 11 a.m.-12:10 p.m.

**229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

T Th 10:30-11:50 a.m.



**230b Politics and Society**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third World nations. Emphasis on the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

*Stanley Rothman*

W F 1:10-2:20 p.m.

**231b Problems in Political Development**

Social change and political development in the Third World.

4 credits

*Velma Garcia*

T Th 9-10:20 a.m.

**320b Seminar in Comparative Government**

Topic for 1992-93: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3-4:50 p.m.

**321a Seminar in Comparative Government**

Topic for 1992-93: Mexican Politics from 1910-Present.

4 credits

*Velma Garcia*

T 1-2:50 p.m.

**322b Seminar in Comparative Government**

Topic for 1992-93: Europe and World Politics. Europe's situation in contemporary international relations, from the post-war period through the Revolution, "beyond the Yalta" of 1989-90. European unification and European security are the two broad themes. Central issues are: the division and reunification of Europe; significance of the collapse of Communism; German unification and the new "German question;" development of the European Community.

4 credits

*Ronald Tiersky (Amherst College)*

Th 7:30-9:30 p.m.

**[324a Seminar in Comparative Government]**

Topic: Gender, Technology and Development in Latin America. The politics of technology transfer will be examined in a range of fields including agriculture, education, reproduction, and industry. Prerequisite: GOV 224a or the equivalent. To be offered in 1993-94.

4 credits

*Susan Bourque*

**[325a Seminar in Comparative Government: Communist Political Systems]**

The Political Economy of Reform in Socialist Systems. Joint seminar with ECO 309a. To be offered in 1993-94.

4 credits

*Steven Goldstein, Andrew Zimbalist (Economics)*

**333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and alternatives to capitalism.

4 credits

*George E. Shambaugh*

Th 3-4:50 p.m.

**International Relations**

240a or b is suggested preparation for all other courses in this field.

**240a International Politics**

An introduction to the theoretical concepts used to describe and explain the behavior of states in the international system. Historical and contemporary cases and issues will also be discussed.

4 credits

*Susan Peterson*

T Th 9-10:20 a.m.

**240b International Politics**

A repetition of 240a.

4 credits

*George E. Shambaugh*

M W F 9-9:50 a.m.

**241a The Politics of International Economic Relations**

The growth of the Western-dominated state system and its spread to the rest of the world, the incorporation of Eastern and Southern nations into the Western economic system, the development of international economic organizations and their successes and failures, the tension between autonomous sovereign states and economic interdependence, and Western, East-West, and North-South trading, investment, and monetary relations.

4 credits

*George E. Shambaugh*

M W F 9-9:50 a.m.

**242a International Law**

The function of law in the international community, with special reference to its relationship to politics and social change. Not open to first-year students.

4 credits

*Peter Rowe*

M W F 11 a.m.-12:10 p.m.

**[243a Foreign Policy of the United States Since 1898]**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. To be offered in 1993-94.

4 credits

*Peter Rowe*

**244b Foreign Policy of the United States**

The impact of the decision-making process on U.S. foreign policy. Consideration of the Presidents' personality and leadership style, the advisory system, and the bureaucratic and domestic political contexts as explanations of a number of key foreign policy decisions in the post-war era.

4 credits

*Susan Peterson*

T Th 9-10:20 a.m.

**[248b The Arab-Israeli Dispute]**

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. To be offered in 1993-94.

4 credits

*Donna Robinson Divine*

**[250a Case Studies in International Relations]**

The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. The course will focus on a number of cases in international relations, which will be studied intensively. To be taught largely through discussion. Recommended preparation: 240. Enrollment limited to 35. To be offered in 1993-94. (E)

4 credits

*Elizabeth Doherty*

**251a The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

4 credits

*Anthony Lake (Mount Holyoke College)*

T Th 10:30-11:50 a.m.

**341b Seminar in International Politics**

Topic for 1992-93: National Security in the New World Order. An examination of the theory, practice and possible limitations of the use of force in international relations. Topics include nuclear weapons strategy, nuclear and chemical weapons proliferation and control, and terrorism.

4 credits

*Susan Peterson*

T 1-2:50 p.m.

**342a Seminar in American Government and International Politics**

Topic for 1992-93: The President vs. Congress: The Struggle for Control Over American Foreign Policy.

4 credits

*Peter Rowe*

M W 2:40-4 p.m.

**342b Seminar in International Politics**

Topic for 1992-93: The Political Economy of North-South Relations. An intensive analysis

of relations between rich and poor states in such issues as trade, finance, investment, technology and commodities. Particular attention will be paid to international bargaining over the rules of the game in these issues and to the strategies employed by developing countries for altering their roles in the world economy.

4 credits

*To be announced*

To be arranged

### **[343b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. To be offered in 1993-94.

4 credits

*Steven Goldstein*

### **344a Seminar in International Politics**

Topic for 1992-93: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3-4:50 p.m.

### **345a Seminar in International Politics**

Topic for 1992-93: Gender and Politics in Europe. An examination of gender and politics in East and West Europe. The course will compare the changing roles of women in East and West Europe and will examine the links between gender, power, and public policy.

4 credits

*Luan Troxel*

T 3-4:50 p.m.

### **345b Seminar in International Politics**

Topic for 1992-93: The Politics of Integration: The European Community and Beyond. This seminar will serve as an introduction to the European Community. It will focus on the background to and formation of the European Community. It will discuss politics within the EC by focusing on the institutions of power, decision-making and voting behavior, and such issue areas as agricultural subsidies and international migration. Finally, it will examine the future of the EC by examining the debate between those who want to "deepen" the EC and those who wish to "widen" its membership.

4 credits

*Luan Troxel*

T 3-4:50 p.m.

### **[346a Seminar in International Politics]**

Topic: Conflict and Cooperation in Asia. An analysis of the emergence of East and South-east Asia in world politics since the late 19th century, with special attention given to the post-World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asians and Western powers. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." To be offered in 1993-94.

4 credits

*Dennis Yasutomo*

### **346b Seminar in International Relations and Comparative Politics**

Topic for 1992-93: The Political Economy of the Newly Industrialized Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan.

4 credits

*Steven Goldstein*

M 7:30-9:30 p.m.

### **348a Seminar in Comparative Government and International Relations**

Topic for 1992-93: The role of institutions in organizing international life. An examination of the theory and practical use of international institutions to address global problems of economic stability and development, including economic policy coordination, trade, aid and debt management; peace-keeping and the resolution of conflict; human rights; and the environment. Government courses 100, 240a and 241a are prerequisites for this course.

4 credits

*George E. Shambaugh*

Th 1-2:50 p.m.

### **[349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]**

The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. Permission of instructor is required. To be offered in 1993-94.

4 credits

*Dennis Yasutomo*



## Political Theory

### 260a Ancient and Medieval Political Theory

An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include: the moral effects of war and faction, the meaning of justice, citizenship, and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas, and Marsilius. Emphasis on the ancients.

4 credits

*Patrick Coby*

M W F 11 a.m.–12:10 p.m.

### 260b History of European Political Theory, 1500–1800

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of people's capacity to create and control political systems.

4 credits

*Patrick Coby*

M W F 11 a.m.–12:10 p.m.

### 261a Political Theory of the 19th and 20th Centuries

A study of the major liberal and nonliberal political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, and Marcuse. Not open to first-year students.

4 credits

*Philip Green*

Lec. M W 1:10–2:20 p.m.; dis. F 1:10–2:20 p.m.

### 261b Problems in Democratic Thought

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights, and equality. Selected readings from liberal, radical, democratic, Marxian, and feminist political thought. Not open to first-year students.

4 credits

*Philip Green*

Lec. M W 1:10–2:20 p.m.; dis. F 1:10–2:20 p.m.

### 263b Human Nature and Politics

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles.

4 credits

*Stanley Rothman*

W F 11 a.m.–12:10 p.m.

### 361b Seminar in American Political Thought

Topic for 1992–93: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty and equality, and the struggle over slavery and states rights.

4 credits

*Patrick Coby*

T 1–2:50 p.m.

### 362b Seminar in Political Theory

Topic for 1992–93: Mill and Nietzsche: Rationalism and Its Rejection In Modern Political Theory.

4 credits

*Leo Weinstein*

T 3–4:50 p.m.

### [364a Seminar in Political Theory: Feminist Theory]

Through a study of historical and contemporary writings about women and politics, this seminar examines descriptive and normative theories about women's place in society and political life, and the impact of gender, race, and class on political behavior. It also explores the ways in which taking gender as a category of analysis affects our theorizing about political life. Prerequisites: 100d or the equivalent; at least one course that addresses issues of gender in society (preferably from the list of courses approved for the major in women's studies). To be offered in 1993–94.

4 credits

*Martha Ackelsberg***366a Seminar: Ideology, Culture, and Politics**

How are hierarchies of gender, class, and race maintained in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 261a or equivalent recommended.

4 credits

*Philip Green*

Th 3-4:50 p.m.; Films shown T 3-4:50 p.m. and W 7:30-10 p.m.

**404a Special Studies**

Admission for majors by permission of the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission for majors by permission of the department.

8 credits

**The Major**

**Advisers:** Donald Baumer, Susan Bourque, Patrick Coby, Donna Robinson Divine, Velma Garcia, Howard Gold, Steven Goldstein, Philip Green, Walter Morris-Hale, Donald Robinson, Stanley Rothman.

**Advisers for Study Abroad:** Elizabeth Doherty, Walter Morris-Hale, Steven Goldstein.

**Prelaw Adviser:** Alice Hearst.

**Graduate School Adviser:** Philip Green.

**Director of the Jean Picker Semester-in-Washington Program:** Donald Baumer.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

**The Minor**

**Advisers:** Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

**Honors**

**Director:** Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the Spring of their junior year, but Fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**430d Thesis**

8 credits

**Requirements:**

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two. These courses must include a second course in political theory, but need not include a seminar.
2. Students must attend a non-credit seminar on research methods during the first four weeks of the Fall semester.
3. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the Spring semester revising their papers and will submit the final version by April 1.
4. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202a, 203a, 206b, 207a, and [208b]. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the Fall semester.

**Jean Picker Semester-in-Washington Program**

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.



# History

## Professors

Mary Maples Dunn, Ph.D.  
 Robert M. Haddad, Ph.D. (History and  
 Religion and Biblical Literature)  
 Joan Afferica, Ph.D.  
 R. Jackson Wilson, Ph.D.  
 Lester K. Little, Ph.D.  
 †Howard Allen Nenner, LL.B., Ph.D.  
 †Joachim W. Stieber, Ph.D.  
 Neal E. Salisbury, Ph.D., *Chair*  
 Daniel Horowitz, Ph.D. (American Studies  
 and History)  
 †Helen Lefkowitz Horowitz, Ph.D. (History  
 and American Studies)  
 Daniel K. Gardner, Ph.D.

## Assistant Professors

Ann Zulawski, Ph.D. (History and Latin  
 American Studies)  
 Ernest Benz, Ph.D.  
 Robert Weir, Ph.D.

Richard Lim, Ph.D.  
 Anne McKernan, Ph.D.

## Lecturers

<sup>2</sup>Susan Lewandowski, Ph.D.  
<sup>†</sup>Klemens von Klemperer, Ph.D.  
<sup>2</sup>Karen Manners Smith, Ph.D.

## Visiting Lecturer

<sup>2</sup>Ahmet Kuyas (Assistant Professor of History  
 at Mount Holyoke College under the Five  
 College Program)

## Research Associate

Marylynn Salmon, Ph.D.

First-year students who are considering a major or advanced work in history are encouraged to enroll in 100a or 113a. Those with strong backgrounds in history or with History Advanced Placement scores of 4 or 5 should begin with courses at the 200-level. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a Ideas and Institutions in European History to 1500

The rise of a distinctive society in Europe; classical antiquity, Latin Christianity, Renaissance Italy; interactions with regions outside

Europe. Normally for first-year students and sophomores; others may be admitted by permission of the Director.

4 credits

*Richard Lim, Director*

Lec. M W 1:10-2:10 p.m.; dis. Th 9-10:20 a.m.; Th 1-2:20 p.m.; Th 3-4:20 p.m.

### 101b Ideas and Institutions in European History Since 1500

A survey of modern history focusing on key intellectual, political, and social trends. The course examines how ideology, war, imperialism, bureaucracy, and revolution made and unmade states, while science and technology transformed everyday life.

4 credits

*Ernest Benz, Director*

Lec. M W 1:10-2:30 p.m.; dis. Th 1-2 p.m.; Th 3-4 p.m.; F 1:10-2:10 p.m.

### **113a An Introduction to the History of the United States, 1492-1876**

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture.

4 credits

*R. Jackson Wilson, Director*

Lec. M W 1:10-2 p.m.; dis. M W 2:40-3:30 p.m., M W 2:40-3:30 p.m., Th 3-4:50 p.m.

### **114b An Introduction to the History of the United States, 1876-Present**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture.

4 credits

*Daniel Horowitz, Director*

Lec. M W 1:10-2:20 p.m.; dis. M W 2:30-3:40 p.m.; T 3-4:50 p.m.; Th 3-4:50 p.m.

## **Lectures and Colloquia**

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

## **Antiquity**

### **[201b (L) The Ancient Near East]**

Introduction to the history and rediscovery of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. To be offered in 1993-94.

4 credits

### **202a (L) Archaic and Classical Greece**

From the emergence of the Greek world out of the Dark Age to the rise of Philip II of Macedon, c.800-336 B.C., focusing on the politics, society, and culture of late archaic and classical Greece; tyranny and the development of the polis; the Persian Wars; freedom, empire, and democracy; the Golden Age of Pericles; religion and society; the Peloponnesian War; the emergence of Macedon and the demise of Greek freedom.

4 credits

*Richard Lim*

T Th 10:30-11:50 a.m.

### **203b (L) Alexander the Great and the Hellenistic World**

Exploration of the life and career of Alexander the Great and the political, social, and cultural effects of his conquest of the Persian empire, including the expansion of Hellenic culture and oriental influences; emergence of cosmopolitan society and culture; monarchy and the city-state; ruler cult, traditional gods, and mystery religions; exploration, learning, and science.

4 credits

*Richard Lim*

T Th 10:30-11:50 a.m.

### **[204a (L) The Roman Republic]**

A survey of the developing social, cultural, and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul, and the Greek East; problems of imperial expansion and social conflicts. The Late Republic will receive special emphasis. To be offered in 1993-94.

4 credits

*Richard Lim*

### **[205b (L) The Roman Empire]**

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians, pagans, Christians, and Jews in late Antiquity. To be offered in 1993-94.

4 credits

*Richard Lim*

### **206b (C) Aspects of Ancient History**

Topic for 1992-93: The Emergence of Byzantium: Diocletian to Justinian. Examines the socio-economic, cultural, political and military transformations of the Mediterranean world from the end of the third century to the middle of the sixth, culminating in nascent Byzantine civilization. Topics of special interest: relationship of emperors to cities

and civic elites, the rise of bishops as civic patrons, interactions between pagans, Jews, and Christians. The changing shape of the classical city and the impact of asceticism.

4 credits

*Richard Lim*

M 7-9:30 p.m.

## Islamic Middle East

### 207a (L) Islamic Civilization to the 15th Century

The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern societies after the disintegration of the Roman and Iranian empires.

4 credits

*Robert Haddad*

M W F 9-9:50 a.m., Th 8-8:50 a.m. at the option of the instructor

### 208b (L) The Rise and Fall of the Ottoman Empire

The course will be a survey of 600 years of South-East European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to Islamic and Byzantine traditions and will focus on the development of various Ottoman institutions which constituted the pillars of a world power.

4 credits

*Abmet Kuyas*

M W 2:40-4 p.m.

## South Asia

### 210b Modern India

The political, social, cultural, and economic development of India in the 19th and 20th centuries, with special attention to the impact of colonial rule. The movement for independence, Gandhi and non-violence, India since 1947. Lectures and discussions, occasional films and slide presentations.

4 credits

*Susan Lewandowski*

M W F 8-8:50 a.m.

## East Asia

### 211a (L) The Emergence of China

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 600. Attention given

to political, social, intellectual, and artistic developments. Open to first year students.

4 credits

*Daniel Gardner*

T Th 10:30-11:50 a.m.

### 212b (L) East Asia in Transformation, A.D. 600-1850

A survey of Chinese society and civilization A.D. 600-1850. Attention given to political, social, intellectual, and artistic developments. Open to first-year students.

4 credits

*Daniel Gardner*

T Th 10:30-11:50 a.m.

### 213a (C) Aspects of Chinese and Japanese History

Topic for 1992-93: The Intellectual Foundations of China. Readings from the major schools of Chinese thought.

4 credits

*Daniel Gardner*

T 1-3:30 p.m.

### [213b (L) Japan Since 1600]

To be offered in 1993-94.

4 credits

### 214b (C) Aspects of Chinese History

Topic for 1992-93: Religion in China. The role of religion in traditional and contemporary Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China.

4 credits

*Daniel Gardner*

Th 1-3:30 p.m.

### 218b (C) Thought and Art in China

Topic for 1992-93: Thought and Art in the T'ang and Sung Dynasties. Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in T'ang (618-907) and Sung Dynasty (960-1279) China. Prerequisite: one course in Chinese history or Chinese art.

4 credits

*Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)*

T 1-4 p.m.



## Europe

### [219a (L) Europe in the Age of Migration, 300-1050]

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish, and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. To be offered in 1993-94.  
4 credits

### [220b (L) Europe in the Age of the Commercial Revolution, 1050-1300]

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity, and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. To be offered in 1993-94.  
4 credits

### 221b (L) Social History of European Monasticism

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality, and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 100, 219, 220 or 222.

4 credits

*Lester Little*

T Th 9-10:20 a.m.

### 222a (L) Early English History

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom.

4 credits

*Lester Little*

M W F 9-9:50 a.m., Th 8-8:50 a.m. at the option of the instructor

### 223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and

the early voyages of discovery. Open to first-year students by permission of the instructor only.

4 credits

*Joachim Stieber*

M W F 9-9:50 a.m.

### [224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times]

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. To be offered in 1993-94.

4 credits

*Joachim Stieber*

### [225b (C) Authority and Legitimacy in the Age of More and Shakespeare]

An examination of the texts and historical context of Shakespeare's *Richard II*, *I Henry IV*, *Henry V*, *Richard III* and *King Lear*, *More's Utopia* and *The History of Richard III*, and other significant works of the sixteenth and early seventeenth centuries touching on the questions of order, authority, and legitimacy. Admission by permission of the instructors. To be offered in 1993-94.

4 credits

*Howard Nenner, William Oram (English Language and Literature)*

### [227a (L) Tudor England]

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I. To be offered in 1993-94.

4 credits

*Howard Nenner*

### [228b (L) Stuart England]

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. An examination of religion, politics, and constitutional thought in England's century of revolution. To be offered in 1993-94.

4 credits

*Howard Nenner*

**229b (C) Industrialization and the Social Transformation of the British Peoples, 1760-1920**

Economic theory, socialism, collective action, roots of the welfare state, imperialism: inner and outer empire, liberty and equality, class and gender.

4 credits

*Anne McKernan*

M W 10-11:30 a.m.

**[230a (C) A Social and Cultural History of England, 1830-1940]**

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. To be offered in 1993-94.

4 credits

*Howard Nenner*

**235a (C) The Middle Ages and the Renaissance in European Thought, 1750-1870**

The images of the Middle Ages and of the Renaissance in England, Germany, and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c.1830-1930).

4 credits

*Joachim Stieber*

M W 2:40-4 p.m.

**239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars**

The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state.

4 credits

*Joan Afferica*

T Th 1-2:50 p.m.

**[240b (L) Tradition and Change in Russian and Soviet History, 1801-Present]**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the

relationship between society and state in Soviet Russia. To be offered in 1993-94.

4 credits

*Joan Afferica*

**245a (L) Early Modern Europe, 1618-1815**

A survey of the ancient régime. On behalf of the central State, war-making absolutists, Enlightened philosophes, and patriotic republicans assailed privileges. The course concludes by examining how the French Revolution and the industrial revolution leveled European societies.

4 credits

*Ernest Benz*

T Th 3-4:30 p.m.

**247a (C) The Rise and Collapse of the Russian and Soviet Empires**

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic, and cultural relations among constituent peoples in the 19th and 20th centuries.

4 credits

*Joan Afferica*

W 1-3:30 p.m.

**250a (L) Europe in the 19th Century**

For a century following 1815, fundamental economic, social, cultural, and political changes swept the continent without a general war. The course studies the international order established at the Congress of Vienna and its challengers: liberalism, nationalism, socialism, secularism, capitalism, and imperialism.

4 credits

*Ernest Benz*

T Th 10:30-11:50 a.m.; dis. W 7:30-8:20 p.m.;

W 8:30-9:20 p.m.; to be arranged

**251b (L) Europe in the 20th Century**

A survey of the ideological and military rivalries of the contemporary era. Special attention is devoted to the origins, character, and outcomes of the two World Wars, and to the experience of Fascism, Nazism, and Communism.

4 credits

*Ernest Benz*

T Th 10:30-11:50 a.m.; dis. W 7:30-8:20 p.m.;

W 8:30-9:20 p.m.; to be arranged

**253a (L) History of Women in Modern European Societies**

Major intellectual, social, political, and economic transformations in the lives of European women since the eighteenth century. Topics include the rise of democratic institutions, class relations in industrial society, new concepts of the self, changing attitudes towards sexuality, reproduction, and family life. In addition to studying how womanhood is created as a social ideal, the course focuses on women's individual and collective struggles to define themselves and to better their world.

4 credits

*Anne McKernan*

M W 1:10-2:30 p.m.

**255a (C) Modern European Studies in History**

Topic for 1992-93: The Revolt Against Materialism. The intellectual context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini, and Hitler, as well as studies of elections, psychology, and culture. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity?

4 credits

*Ernest Benz*

M 7-9:30 p.m.

**Latin America****260a (L) Colonial Latin America, 1492-1821**

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas.

4 credits

*Ann Zulawski*

T Th 10:30-11:50 a.m.

**261b (L) National Latin America, 1821 to the Present**

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the

20th century to bring social justice and democracy to the region.

4 credits

*Ann Zulawski*

T Th 10:30-11:50 a.m.

**United States****266b (L) The Colonial Experience in North America**

The depopulation of native North America and its resettlement by Europeans and enslaved Africans; English, French, Spanish, and Dutch colonial empires; particular attention to social, economic, political, and cultural factors in the rise of the British colonies and their triumph in the American Revolution.

4 credits

*Neal Salisbury*

T Th 9-10:20 a.m.

**267a (L) North American Indians Since 1500**

An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians.

4 credits

*Neal Salisbury*

T Th 9-10:20 a.m.

**[268a (L) America as a New Nation: The Federalists and Republicans, 1789-1820]**

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe. To be offered in 1993-94.

4 credits

**[269a (L) Antebellum America, 1820-1860]**

Primary focus on the changing character of American politics between Jefferson and Lincoln. Topics include the second party system, slavery, abolitionism, westward expansion, the Republicans, and the politics of secession. To be offered in 1993-94.

4 credits



**[271a (C) American Space: History of the American Landscape and Built Environment]**

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history, and studies of particular sites. Prerequisites: 113 and 114. To be offered in 1993-94.

4 credits

*Helen Lefkowitz Horowitz*

**[272b (L) United States Social History, 1815-1890]**

Social, economic, and cultural change during the age of industrialization and territorial expansion. Focal topics: the emergence of new working and middle classes; Afro-Americans during and after slavery; the transformation of family farming; new roles for women and men; new forms of religion, ethnicity, and popular culture; the uprooting of Native Americans. To be offered in 1993-94.

4 credits

*Neal Salisbury*

**[273b (L) Contemporary America, World War II to the Present]**

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

4 credits

*Robert Weir*

M W F 10-10:50 a.m.

**[275a (L) Intellectual History of the United States, 1620-1860]**

4 credits

*R. Jackson Wilson*

M W F 11 a.m.-12:10 p.m.

**[276b (L) Intellectual History of the United States, 1860 to the Present]**

4 credits

*R. Jackson Wilson*

M W F 11 a.m.-12:10 p.m.

**[277a History of Women in the U.S., Colonial Period to 1865]**

The course will examine the historical position of women within the society and cul-

ture. Problems will include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, issues of race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural, and spatial aspects. Prerequisite: 113a or its equivalent, or a 200-level U.S. history course, pre-Civil War. Offered in alternate years. To be offered in 1993-94.

4 credits

*Helen Lefkowitz Horowitz and Mary Maples Dunn*

**[278b (L) History of Women in the U.S., 1865 to the Present]**

The course will continue the examination of the historical position of women within the society and culture. Problems will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, Black women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects with a particular interest in the persistence of tensions between domesticity and activism in women's lives.

4 credits

*Karen Manners Smith*

T Th 10:30-11:50 a.m.

**[291b (C) Topics in Comparative History]**

Topic for 1992-93: The Nationality Question. The case of central Europe, 1815-present.

4 credits

*Klemens von Klemperer*

W 7:30-9:30 p.m. and Th 4-4:50 p.m.

**Seminars****[302a Topics in Ancient History]**

To be offered in 1993-94.

4 credits

*Richard Lim*

**[307a Problems in the History of the Islamic Middle East]**

To be offered in 1993-94.

4 credits

**[317a Topics in Chinese History]**

To be offered in 1993-94.

4 credits

*Daniel Gardner*

**320b Early European History to 1300**

Topic for 1992-93: Religious Acculturation. The encounters of Christianity with the various cultures and ethnic groups of Europe, in particular the Roman, Celtic, and Germanic peoples. Recommended background: 100, 103, 205, 219, 221, 222, or ARH 221.

4 credits

*Lester Little*

T 3-4:50 p.m.

**324a Topics in European History, 1300-1660**

Topic for 1992-93: Limited Versus Absolute Monarchy in the 15th and 16th Centuries. Constitutional government ("mixed monarchy") in theory and practice during the later Middle Ages. The interplay of religion and politics, the defense of traditional rights of estates and theories of legitimate resistance in the Age of the Reformation and Counter-Reformation. The increasing role of governments in the imposition of confessional conformity and social discipline. Jean Bodin's theory of absolute monarchy and its critics.

4 credits

*Joachim Stieber*

T 3-4:50 p.m.

**[327a Topics in British History]**

To be offered in 1993-94.

4 credits

*Howard Nenner*

**[340a Topics in Russian History]**

To be offered in 1993-94.

4 credits

*Joan Afferica*

**350a Modern Europe**

Topic for 1992-93: History of the Family: Public and Private Life.

4 credits

*Anne McKernan*

T 3-4:50 p.m.

**361b Problems in the History of Spanish America and Brazil**

Topic for 1992-93: Is There a Revolutionary Option? A comparative study of the historical experiences of Mexico, Cuba, and Nicaragua.

4 credits

*Ann Zulawski*

T 3-4:50 p.m.

**[365b Topics in Colonial American History]**

To be offered in 1993-94.

4 credits

*Neal Salisbury*

**[367a Problems in American History]**

To be offered in 1993-94.

4 credits

**367b Topics in American Indian History**

Topic for 1992-93: Indians in Colonial North America. Prerequisite: 267 or permission of the instructor.

4 credits

*Neal Salisbury*

T 3-4:50 p.m.

**375b Problems in United States Intellectual History**

Topic for 1992-93: Anne Hutchinson and the Crisis of the Massachusetts Bay Colony.

4 credits

*R. Jackson Wilson*

M W 2:40-3:30 p.m.

**[383b Research in U.S. Women's History: The Sophia Smith Collection]**

Topic for 1992-93: American Women in the Era of Enfranchisement, 1869-1920.

4 credits

*To be announced*

T 3-4:50 p.m.

**404a Special Studies**

By permission of the department, for qualified returning students.

4 credits

**404b Special Studies**

4 credits

**The Major**

**Advisers:** Joan Afferica, Ernest Benz, Daniel Gardner, Robert Haddad, Richard Lim, Lester Little, Neil Salisbury, Joachim Stieber, R. Jackson Wilson, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five semester courses consisting of either:
  - a. one history seminar, normally to be taken at Smith, and four courses at the 200-level, two of which may be historically oriented courses in related disciplines; or
  - b. two seminars, at least one of which is normally to be taken at Smith, and three courses at the 200-level; one of these seminars or courses may be a historically oriented course in a related discipline.

Under either of these two options, courses in related disciplines that are to be counted as part of the field of concentration must be approved by the student's adviser and by the Department's Curriculum Committee.

3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 101b (for 4 credits) toward the major; or, a student who has passed the AP examination

in American history may count this as the equivalent of HST 114b (for 4 credits) toward the major.

## Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

**Adviser for Study Away:** Lester Little.

## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses:

1. No more than two of which may be at the 100-level.
2. At least one of which must examine the period before 1600.
3. At least three of which must be at the 200-level or above, and related chronologically, thematically, geographically, or in some other manner. Students should consult their advisers.

## Honors

**Director:** Ann Zulawski.

### 431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.



The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the ten courses that follow the basis for the major differs from that of regular majors and will be as follows:

1. four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
2. the thesis counting for two courses (eight credits);
3. one semester course in ancient history or a related course in ancient studies;
4. three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the director of honors.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - a. two 200-level courses (eight credits) and two seminars in modern European history, one of the latter being the integrating course (255a) taken either in the junior or senior year; and
  - b. four 200-level courses (16 credits) dealing with the modern European period in related disciplines.
3. Two additional courses (eight credits) in history outside the field of concentration.

Majors in modern European studies in history may apply for admission to the departmental honors program. They may also participate in study abroad programs in Europe during the junior year, with the permission of their major adviser.

## Graduate

### 521a Problems in Early Modern History 4 credits

### 541a Problems in Modern European History 4 credits

### 571b Problems in American History 4 credits

### 580a Special Problems in Historical Study Arranged individually with graduate students. 4 credits

### 580b Special Problems in Historical Study 4 credits

### 590a Research and Thesis 4 credits

### 590b Research and Thesis 4 credits

# History of the Sciences

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## Advisers

Kathryn Pyne Addelson, Professor of Philosophy  
 Ahmad Salim Dallal, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program)  
 George Fleck, Professor of Chemistry  
 Thomas Litwin, Adjunct Associate Professor of Biological Sciences  
 Douglas Lane Patey, Professor of English Language and Literature  
 Marjorie Senechal, Professor of Mathematics, *Director*  
 Frances Volkmann, Professor of Psychology

## Hamburg Exchange Lecturers

<sup>1</sup>Andreas Kleinert  
<sup>1</sup>Christoph Scriba

## Research Associate

Mary Flesher, Ph.D.

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The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

### 112b Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking.

4 credits

*Marjorie Senechal (Mathematics)*

T Th 1-2:50 p.m.

### CLT 211b The Technology of Reading and Writing

#### 211a Perspectives in the History of Science

Selected topics in the history of physics, from antiquity to the 19th century. Areas to be covered will include theories of moving bodies, electricity, magnetism, and optics. Case studies of the lives and works of eminent physicists will provide an understanding of the relationship between physics and its social and philosophical context. Lectures will alternate with the study of source texts and papers presented by the students.

4 credits

*Andreas Kleinert (Hamburg)*

T Th 10:30-11:50 a.m.

**211b Perspectives in the History of Science**

Categories of Nature and Concepts of Species. An introductory exploration of classification schemes that have both facilitated imaginative inquiry and enforced dogmatism in science. From the systems of Plato, Aristotle, Jabir ibn Hayyan, Haüy and Linnaeus, through the work of van't Hoff, Ostwald, Mendeleev, Perrin and Darwin, to contemporary controversies in evolutionary biology, particle physics, molecular genetics and crystallography.

4 credits

*George Fleck (Chemistry)*

M W F 11 a.m.-12:10 p.m.

**ARC 211a Introduction to Archaeology****ANT 131b Human Evolution**

4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

**AST 234a History of Astronomy****MTH 350b Topics in the History of Mathematics**

Topic for 1992-93: The History of  $\pi$ . Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor.

4 credits

*Michael Albertson*

T Th 9-10:20 a.m.

**PHI 224b Philosophy and History of Scientific Thought****[PPY 209b Philosophy and History of Psychology]****404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Minor**

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.



# International Relations

## Advisers

Steven Goldstein, Professor of Government, *Director*  
 Peter N. Rowe, Professor of Government  
 Joan Afferica, Professor of History  
 Elizabeth Hopkins, Professor of Anthropology  
 Cynthia Taft Morris, Professor of Economics  
 Elizabeth Doherty, Assistant Professor of Government  
 Susan Peterson, Assistant Professor of Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Beyond completion of GOV 240, students may take no more than two courses in any one department to count toward the minor.

Requirements: GOV 240, *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232	Politics in Non-Western Societies
ANT 236	Economic Anthropology
[ANT 241	Development Anthropology]
ANT 245	Women and Development
ANT 340	Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World

ANT 341	Seminar: Ritual, Ideology, and Power
[ANT 342	The Anthropology of Modernity]
BIO 206	Conservation of Natural Resources
ECO 202	The Political Economy of World Geography
ECO 211	Economic Development
[ECO 213	The World Food System]
GOV 229	Government and Plural Societies
ECO 311	Seminar: Economic Development: Poverty in History and Today
[GEO 109	The Environment]
GOV 231	Problems in Political Development
GOV 242	International Law
GOV 341	Seminar in International Politics: National Security in the New World Order

2. One course in international economics or finance:

ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 209	Comparative Economic Systems
GOV 241	Politics of International Economic Relations
GOV 348	Seminar: International Development Policy

3. One course in contemporary American foreign policy:

- ECO 290 The Economics of Defense  
[GOV 243 Foreign Policy of the United States since 1898]  
GOV 244 Foreign Policy of the U.S.  
[GOV 250 Case Studies in International Relations]  
GOV 251 The Vietnam War  
GOV 341 Seminar in International Politics: National Security  
GOV 342 Seminar: American Foreign Policy  
HST 273 Contemporary America: World War II to the Present

4. One course in modern European history or government with an international emphasis:

- ECO 207 The Early Development of Capitalism in Europe: Contrasts with Eastern Europe Today  
GOV 221 Europe and World Politics  
GOV 222 Government and Politics of the Soviet Union  
HST 101 Ideas and Institutions in European History Since 1500  
HST 232 Revolutionary Europe, 1789-1815  
[HST 240 Tradition and Change in Russian and Soviet History, 1801-Present]  
HST 245 Early Modern Europe, 1618-1815  
HST 247 The Rise and Collapse of the Russian and Soviet Empires  
HST 250 Europe in the 19th Century  
HST 251 Europe in the 20th Century

5. One course on the economy, politics, or society of a Third-World area:

### Africa

- [ANT 231 Africa: A Continent in Crisis]  
ANT 232 Politics in Non-Western Societies: African Perspectives  
GOV 223 Governments and Politics of the Middle East and North Africa  
GOV 225 Government and Politics of Sub-Saharan Africa  
GOV 320 Power and Politics in Africa: The Female Factor

GOV 344 South Africa in World Politics

### Asia

- [GOV 226 Government and Politics of Japan]  
GOV 228 Government and Politics of China  
[GOV 343 Seminar on Foreign Policy of the Chinese People's Republic]  
GOV 345 The Political Economy of Newly Industrialized Countries of Asia: Hongkong, South Korea, Singapore and Taiwan  
[GOV 346 Seminar in International Politics: Conflict and Cooperation in Asia]  
[GOV 349 Seminar in Comparative Government and International Relations: Foreign Policy of Japan]  
HST 210 Modern India  
HST 212 East Asia in Transformation A.D. 600-1850  
HST 213 Aspects of Chinese and Japanese History: The Intellectual Foundations of China  
HST 214 Aspects of Chinese History: Religion in China  
HST 218 Thought and Art in China  
[HST 317 Topics in Chinese History]  
REL 270 Religious History of India  
REL 271 Buddhist Thought

### Middle East

- ECO 214 Economics of the Middle East and North Africa  
GOV 223 Governments and Politics of the Middle East and North Africa  
[GOV 227 Government and Politics of Israel]  
[GOV 248 The Arab-Israeli Dispute]  
HST 208 Islamic Civilization Since the 15th Century: The Fall of the Ottoman Empire  
[HST 307 Seminar: Problems in the History of the Islamic Middle East]  
REL 275 Islam

### Latin America

- ANT 237 Native South Americans: Conquest and Development  
ECO 318 Seminar: Latin American Economics

GOV 224	Latin American Political Systems
GOV 321	Seminar in Comparative Government: Mexican Politics From 1910-Present
[GOV 324	Seminar in Comparative Government: Gender, Technology and Development in Latin America]
HST 261	National Latin America, 1821 to the Present
HST 361	Problems in the History of Spanish America and Brazil: Is There A Revolutionay Option?
LAS 100	Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges could be substituted for Smith College courses. At least one of the six courses should be at the seminar level.



# Italian Language and Literature

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## Professor

§Alfonso Procaccini, Ph.D.

## Assistant Professors

Giovanna T. Bellesia, Ph.D., *Acting Chair*

Anna Botta, Ph.D.

Robert Bufalini, Ph.D.

## Lecturers

Victoria Poletto, B.A.

Elaine Maclachlan

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students.

8 credits

First semester: *To be announced*, M W F 11 a.m.–12:10 p.m.; *Anna Botta*, M W F 1:10–2:20 p.m.

Second semester: *To be announced*, M W F 11 a.m.–12:10 p.m.; *Anna Botta*, M W F 1:10–2:20 p.m.

### 110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad.

Regular attendance and language laboratory work are required. Preference given to first and second-year students.

12 credits

First semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Victoria Poletto*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Victoria Poletto*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

### 120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings.

8 credits

First semester: *Victoria Poletto*, M W F 11 a.m.–12:10 p.m.; *To be announced*, M W F 1:10–2:20 p.m.

Second semester: *Victoria Poletto*, M W F 11 a.m.–12:10 p.m.; *Robert Bufalini*, M W F 1:10–2:20 p.m.

### 220a High Intermediate Italian

Reading of and comment on not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110d, 120d, or permission of the department.

4 credits

*Giovanna Bellesia*

M W F 10–10:50 a.m., Th 4–4:50 p.m.

**[331b Advanced Italian]**

A continuation of 220a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 220a or permission of the department. To be offered in 1993-94.

4 credits

**B. Literature****250a Survey of Italian Literature**

Reading of outstanding works and consideration of their cultural and social backgrounds.

4 credits

*Robert Bufalini*

T Th 10:30-11:50 a.m.

**251b Survey of Italian Literature**

A continuation of 250a. Prerequisite 250a.

4 credits

*Anna Botta*

T Th 9-10:20 a.m.

**CLT 305b Studies in the Novel**

Topic for 1992-93: The Postmodern Novel.

4 credits

*Anna Botta*

M W 2:40-4 p.m.

**[332d Dante: *Vita Nuova*, *Divina Commedia*]**

To be offered in 1993-94.

8 credits

**[334a Boccaccio and the Novella]**

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English.

4 credits

**[338a Italian Literature of the 19th Century]**

The development of the novel from Manzoni to Pirandello. Readings will also include Verga, D'Annunzio and Svevo. Special attention will be given to women writers such as Deledda, Serao, and Aleramo.

4 credits

**342a Italian Cinema**

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica,

Rossellini, Antonioni, Fellini, and Bertolucci.

Conducted in English.

4 credits

*Anna Botta*

M W 2:40-4 p.m.; film viewing T Th 7:15-9:15 p.m.

**343b Modern Italian Literature**

Topic for 1992-93: Modern Italian Women

Writers: Mothers and Daughters.

4 credits

*Giovanna Bellesia*

T Th 10:30-11:50 a.m.

**399a Senior Project**

Designed to coordinate the work of the major and direct research for the long paper.

4 credits

*Members of the Department*

**399b Senior Project**

4 credits

*Members of the Department*

**404a Special Studies**

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Major**

**Advisers:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

**Advisers for Study Abroad:** Giovanna Bellesia, Anna Botta.

Basis: 110d or 120d.

Requirements: nine semester courses in addition to the basis and including the following: 250a and 251b; [332d]; [334a], two of the following: [338a], 342a, 343b; and 399a.

## The Minor

**Advisers:** Giovanna Bellesia, Anna Botta.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Required:

- 220a High Intermediate Italian
- 250a Survey of Italian Literature
- 251b Continuation of 250a
- [331b Advanced Italian]

Choice of one:

- [334a Boccaccio and the Novella]

Choice of one:

- [338a Italian Literature of the 19th Century]
- 343b Modern Italian Literature

## Honors

**Directors:** Members of the Department.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Basis: 110d or 120d.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

## Graduate

**Advisers:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

### 550a Research and Thesis

4 credits

### 550b Research and Thesis

4 credits

### 550d Research and Thesis

8 credits

### 551a Advanced Studies

4 credits

### 551b Advanced Studies

4 credits

### 551d Advanced Studies

8 credits



# Jewish Studies

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Howard Adelman, Ph.D., Associate Professor and Director of the Jewish Studies Program

## Jewish Studies Advisory Committee

†Martha A. Ackelsberg, Professor of Government  
 Bruce Theodore Dahlberg, Professor of Religion and Biblical Literature  
 Donna Robinson Divine, Professor of Government, *Chair*  
 Karl Paul Donfried, Professor of Religion and Biblical Literature  
 Lois Dubin, Assistant Professor of Religion and Biblical Literature  
 Myron Peretz Glazer, Professor of Sociology  
 Daniel Horowitz, Professor of American Studies and of History  
 Peter Isaac Rose, Professor of Sociology

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## 187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States, and modern Israel will be read in English translation.

4 credits

*Howard Adelman*

M W F 1:10-2:30 p.m.

## 200 Level Courses

Prerequisite: permission of the instructor required for first-year students.

## 224b Introduction to Rabbinic Texts

Topic for 1992-93: Women in Rabbinic Literature. An introduction to the Jewish textual tradition, the world of rabbinic discourse, and the literary genres produced, including biblical narratives about women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women in Mishnah, Gemara, responsa, codes, and commentaries, address-

ing issues of marriage, the family, divorce, abandonment, lesbianism, adultery, abortion, birth control, prostitution, rape. All readings will be in English translation.

4 credits

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

## 226b Jews and World Civilization from Roman Times to the Expulsion from Spain (c. 30-1492)

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish life in medieval Europe, including English, French, Italian, Byzantine, Portuguese, and Spanish lands; relations with levels of Christian hierarchy from popes and kings to peasants; crusades, expulsions, and inquisitions; Ashkenazic and Sephardic culture.

4 credits

*Howard Adelman*

M W F 2:40-4 p.m.

## [227a Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492-1942)]

A thematic overview of Jewish history in

modern times in Western and Eastern Europe, the United States, and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, antisemitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism). The course will begin with the expulsion of the Jews from Spain in 1492, pay particular attention to the Jews and the French Revolution, and offer an opportunity to work on the Jewish communities of the Baltic States and Eastern and Central Europe. To be offered in 1993-94.

4 credits

### 300 Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion, or history; or permission of the instructor.

#### REL 334b Colloquium: Jewish-Christian Relations

4 credits

*Howard Adelman, Dennis Hudson (Religion)*

M W F 1:10-2:30 p.m.

#### 383a Jewish Studies Colloquium

Topic for 1992-93: The Holocaust and History. Questions about the relationships between the Nazi era (1933-1945) and earlier Jewish and European history, the rise of the Nazis and antisemitism; origins of the "Final Solution" and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout Europe, Jewish leadership and resistance; the focus will be on conflicting interpretations, historiographic controversies, and differing methodological approaches; students will be involved in individual research and class presentation. Prerequisite: a course in Jewish or European history or permission of the instructor.

4 credits

*Howard Adelman*

M W F 2:40-4 p.m.

#### [385b Seminar: Jewish Autobiography]

Reading and discussion of autobiographical writings that span the modern Jewish experience from late Renaissance Italy, through Central, Western, and Eastern Europe, to the United States, Israel, the Holocaust, and the Soviet Union. These readings will highlight the struggle for self-expression, family preser-

vation, and communal control in light of many diverse circumstances. Selections will include the works of Leon Modena, Glueckel of Hameln, Solomon Maimon, and others, male and female. Readings will be English translations from Hebrew, Yiddish, and German. Prerequisite: one course in Jewish history or literature. To be offered in 1994-95.

4 credits

#### [387a Seminar: Women in Jewish History]

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival, and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Prerequisite: 187, 224, 226 or a course in history. Offered in alternate years. To be offered in 1993-94.

4 credits

#### 404a Special Studies

4 credits

#### 404b Special Studies

4 credits

## The Minor

**Advisers:** Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English,

Italian, and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Bible, New Testament, or Christian theology; ancient, medieval, early modern, or modern history; archaeology, government, anthropology, women's studies, or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

## Bible

ARC 211a	Introduction to Archaeology
REL 210a	Introduction to the Bible I: Old Testament
REL 220b	Introduction to the Bible II: New Testament
REL 311b	Seminar: Issues in Biblical Interpretation
[REL 312b]	Archaeology in Biblical Studies]

## Jewish History

JUD 226b	Jews and World Civilization, 30-1492
[JUD 227a	Jews and European Civilization, 1492-1942]
[JUD 387a	Women in Jewish History]

## Jewish Literature

JUD 187a	The Jewish Heritage
JUD 224b	Introduction to Rabbinic Texts
[JUD 385b	Jewish Autobiography]

## Jewish Religious Thought

[REL 235b	Jewish Philosophers and Mystics in the Middle Ages]
REL 236a	Jewish Thought in the Modern Period
REL 334b	Jewish-Christian Relations

## Hebrew

REL 100d	Biblical Hebrew
[REL 285a	Hebrew Religious Texts]
[REL 285b	Hebrew Religious Texts]
[REL 382b	Directed Readings in Religious Texts]

## Contemporary Jewry

SOC 213b	Ethnic Minorities in America
SOC 313a	Seminar: America's People: Topic for 1992-93: Generations of Jews
GOV 223a	Government and Politics of the Middle East and North Africa
[GOV 227a	Government and Politics of Israel]
[GOV 248b	The Arab-Israeli Dispute]
JUD 383a	Jewish Studies Colloquium Topic for 1992-93: The Holocaust and History
REL 110b	Sec. F: Issues in Contemporary Judaism

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the Director of the Jewish Studies Program.



# Latin American Studies

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## Advisers and Members of the Latin American Studies Committee

Ann Zulawski, Assistant Professor of History and of Latin American Studies, *Director*  
 Susan C. Bourque, Professor of Government  
 Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature  
 Erna Berndt Kelley, Professor of Spanish and Portuguese  
 Andrew Zimbalist, Professor of Economics  
 Charles Mann Cutler, Jr., Associate Professor of Spanish and Portuguese  
 "Donald Joralemon, Associate Professor of Anthropology  
 "Nola Reinhardt, Associate Professor of Economics  
 Nancy Saporta Stembach, Associate Professor of Spanish and Portuguese  
 N.C. Christopher Couch, Assistant Professor of Art  
 "Arturo Escobar, Assistant Professor of Anthropology  
 Velma García, Assistant Professor of Government  
 Marina Kaplan, Assistant Professor of Spanish and Portuguese and of Latin American Studies  
 Angeles Placer, Instructor in Spanish and Portuguese

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### 100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students.

4 credits

*Marina Kaplan, Ann Zulawski*  
 M W 1:10-2:30 p.m.

### 301a Seminar: Topics in Latin American Studies

Topic for 1992-93: History in Literary Texts. How does fiction portray historical events—the War of Independence, for example—or historical subjects—Indians in a society controlled by whites? Is a 16th century chronicle, or a 20th century testimony, history or literature? Permission of the instructor is required.

4 credits

*Marina Kaplan*  
 T 1-2:50 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

## The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses on Latin American literature and selections from courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, economics, history, literature, and government. Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b

**Requirements:**

1. SLL 260a and SLL 261b or two of the following: [SLL 370], [SLL 371], SLL 372, SLL 373; a reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1992-93:

**Anthropology:**

237a Native South Americans

**Art**

ARH 204b Pre-Columbian Art and Architecture

ARH 245a Arts of the Contact Period

**Comparative Literature:**

268b Latina and Latin American Women Writers

**Economics:**

211a Economic Development

318b Seminar: Latin American Economics

**Government:**

224a Latin American Political Systems

231b Problems in Political Development: Social Change and Political Development in the Third World

306b Seminar in American Government  
Topic for 1992-93: Latinos and Politics in the U.S.

321a Seminar in Comparative Government: Topic for 1992-93: Mexican Politics from 1910-Present

**History:**

260a Colonial Latin America, 1492-1821

261b National Latin America, 1821 - Present

361b Seminar: Problems in the History of Spanish America and Brazil  
Topic for 1992-93: Is There a Revolutionary Option?

**Spanish and Portuguese:**

POR 220b Literary Currents in the Portuguese-Speaking World: Brazil, Portugal, and Lusophone Africa (In Portuguese)

SLL 260a Survey of Latin American Literature I

SLL 261b Survey of Latin American Literature II

SLL 372a Themes in Latin American Literature

Topic for 1992-93: Testimonial Literature

SLL 373b Literary Movements in Spanish America

Topic for 1992-93: Fantastic Literature

**Theatre**

314a Masters and Movements in Drama: Topic for 1992-93: Griselda Gambaro and Contemporary Latina/Latino Drama of the Americas

## The Minor

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history, and literature. They must include HST 260, HST 261, and SLL 260a or SLL 261b, and at least one course at the 300 level.

## Honors

**Director:** Velma Garcia.

**430d Thesis**

8 credits

**431a Thesis**

Admission by permission of the Latin American Studies Committee.

8 credits

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis

# Logic

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## Co-Directors and Advisers

James Henle, Professor of Mathematics

Thomas Tymoczko, Professor of Philosophy

Merrie Bergmann, Associate Professor of Computer Science

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

### [100a Valid and Invalid Reasoning: What Follows from What?]

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 202. To be offered in 1993-94.

4 credits

### [101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating, and the popular press. Symbolic translation, modeling, puzzles, paradoxes, and the analysis of statistical discourse. Enrollment limited to 24. To be offered in 1993-94.

4 credits

### PHI 202a Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science, and linguistics. This course provides students with a basic background in the symbols, concepts, and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. For 1992-93 this course will replace LOG 100a. Students interested in the logic minor should enroll in PHI 202a or 202b.

2 credits

*Thomas Tymoczko*

T Th 9-10:20 a.m.

### PHI 202b Symbolic Logic

A repetition of 202a.

2 credits

*Merrie Bergmann (Computer Science)*

T Th 1-2:20 p.m.

### PHI 203a Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topics might include infinity, the concept of number, alternative logics, models and truth, Turing machines and computation, etc. Prerequisite: LOG 100 or PHI 202. Topic for Fall 1992: The Paradox of the Heap and Alternative Logics. After the initial meeting the course will meet during the second half of the semester only. (E)

2 credits

*Thomas Tymoczko*

T Th 9-10:20 a.m.



**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Minor**

Five courses will be required:

[LOG 100a	Valid and Invalid Reasoning]
	<i>or</i>

PHI 202a or b	Symbolic Logic
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[MTH 217a	Mathematical Structures]
PHI 220b	Logic and the Undecidable

Plus two of the following:

CSC 111a or b	Computer Science I
CSC 250a	Foundations of Computer Science

MTH 153a or b	Introduction to Discrete Mathematics
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MTH 224a	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra

[MTH 238a	Topics in Number Theory]
MTH 350b	Topics in the History of Mathematics

PHI 203a	Topics in Symbolic Logic
PHI 224b	Philosophy and History of Scientific Thought

PHI 236a	Linguistic Structures
[PHI 262a	Meaning and Truth]

[PHI 322b	Topics in Advanced Logic]
LOG 404a,b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 202b.

# Marine Sciences

## Advisers

H. Allen Curran, Professor of Geology, *Co-Director*

\*Paulette Peckol, Associate Professor of Biological Sciences, *Co-Director*

John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

Peter Rowe, Professor of Government

†Brian White, Professor of Geology

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six semester courses, including three required courses as follows:

GEO 108b Oceanography; BIO 264a Marine Ecology; a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas:

## Geology:

- 231a Invertebrate Paleontology and Paleocology
- [232a Sedimentology]
- 311a Environmental Geophysics
- [334b Carbonate Sedimentology]
- 404 Special Studies (a or b)

## Biological Sciences:

- 242a Invertebrate Zoology and required Concurrent Laboratory 243a
- 260a Principles of Ecology and optional Concurrent Laboratory 261a
- [338b Morphology of Algae and Fungi and required Concurrent Laboratory 339b]
- [350b Biogeography]
- 356a Plant Ecology and required Concurrent Laboratory 357a
- [364b Topics in Environmental Biology]
- 400 Special Studies (a or b)

## Social Sciences:

- ECO 224b Environmental Economics
- GOV 242a International Law
- GOV 408d Special Studies
- PPL 303b Public Policy for Marine and Coastal Resources

## Five College Course Possibilities:

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Botany 524s: Coastal Plant Ecology  
Geology 591f: Marine Micropaleontology  
A & RE 474s: Marine Resources Economics  
Geography 566s: The Water's Edge  
CE 559s: Engineering Oceanography

**Off-Campus Course Possibilities:**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program) and Woods Hole Oceanographic Institution (fall and spring semester courses)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; School for Field Studies.



# Mathematics

## Professors

Marjorie Lee Senechal, Ph.D.  
 "James Joseph Callahan, Ph.D.  
 Michael O. Albertson, Ph.D.  
 David Warren Cohen, Ph.D.  
 Phyllis Joan Cassidy, Ph.D., *Chair*  
 James M. Henle, Ph.D.  
 Louis Michel (Distinguished Professor of  
 Mathematical Sciences at Smith College  
 under the Five College Program)

## Associate Professors

Patricia L. Sipe, Ph.D.  
 Katherine Taylor Halvorsen, Ph.D.

## Assistant Professors

Ruth Haas, Ph.D.  
 Pau Atela, Ph.D.

## Lecturers

Mary Murphy, M.A.T.  
 Daniel Carter, M.A.

A student with three years of high school algebra (the third year may be called analysis, precalculus, trigonometry, functions, or AP mathematics) but no calculus should enroll in Calculus I (111). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Power Series and Effective Computation (114) in her first year. If a student has a year of BC calculus, she may omit Power Series and Effective Computation.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Trigonometry (101).

Basic Statistics (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive 4 credits, providing she does not take 111 or 112

for credit. If she has a score of 4 or 5 on the BC Examination she can receive 8 credits, providing she does not take 111, 112, or 114 for credit.

Students who are interested in majoring in mathematics are encouraged to talk to a member of the department about the courses, goals, and schedules. For further information, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

## 101d Algebra and Trigonometry

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic, and trigonometric functions. Enrollment limited to 15. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b.

8 credits

*Mary Murphy*

M W F 11 a.m.–12:10 p.m.; lab to be arranged

**102a Pre-Calculus Mathematics**

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For students who need additional preparation before taking calculus.

4 credits

*Mary Murphy*

M W F 8-8:50 a.m.; M W F 9-9:50 a.m.; lab to be arranged

**102b Pre-Calculus Mathematics**

A repetition of 102a.

4 credits

*Mary Murphy*

M W F 10-10:50 a.m.; lab to be arranged

**[105b Introductory Colloquium in Mathematics I]**

Prerequisite: 153a or b, and any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. To be offered in 1993-94.

4 credits

**107b Basic Statistics with Applications**

A non-calculus, nonmajor oriented course that emphasizes drawing valid conclusions from statistical information and recognizing abuses of statistics. Topics include description of data sets, binomial, Poisson, and normal probability distributions, analysis of variance, regression/correlation, chi-square test, nonparametric methods. Enrollment in lab sections limited to 15.

4 credits

*Katherine Halvorsen, Steven Tilley (Biological Sciences)*

M W F 1-10-2:30 p.m.; lab T Th 1-2:50 p.m.

**111a Calculus I**

Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor.

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.; M W F 1-10-2:30 p.m.; labs to be arranged

**111b Calculus I**

A repetition of 111a.

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.; labs to be arranged

**112a Calculus II**

Applications of the integral, dynamical systems, infinite series, and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent.

4 credits

*Members of the Department*

M W F 10-10:50 a.m., Th 4-4:50 p.m.; M W F 11 a.m.-12:10 p.m.; labs to be arranged

**112b Calculus II**

A repetition of 112a.

4 credits

*Members of the Department*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.; labs to be arranged

**114a Power Series and Effective Computation**

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere.

4 credits

*Michael Albertson*

T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.

**114b Power Series and Effective Computation**

A repetition of 114a.

4 credits

*James Henle*

T Th 9-10:20 a.m.

**125d Intensive Calculus with Discrete Mathematics**

An introduction to discrete and continuous mathematical modeling, including calculus and combinatorics, algorithms, computation, and numerical methods. The scientific context will be emphasized and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion.

differentiation, induction, integration, discrete and continuous dynamical systems, mathematical induction, and infinite series. Enrollment limited to 25. (E)

12 credits

*David Cohen*

Fall: M W F 10-10:50 a.m., T Th 1-2:50 p.m., W 7:30-9:30 p.m.

Spring: M W F 1:10-2:30 p.m., W 7:30-9:30 p.m.

### **153a Introduction to Discrete Mathematics**

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics.

4 credits

*Patricia Sipe*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.

### **153b Introduction to Discrete Mathematics**

A repetition of 153a.

4 credits

*Michael Albertson, Ruth Haas*

M W F 11 a.m.-12:10 p.m.; T Th 1-2:50 p.m.

### **211a Linear Algebra**

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry, and others. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested.

4 credits

*Ruth Haas*

M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

### **211b Linear Algebra**

A repetition of 211a.

4 credits

*Daniel Carter, Phyllis Cassidy*

M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

### **212a Calculus III**

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spheri-

cal coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently.

4 credits

*Patricia Sipe*

M W F 1:10-2:30 p.m.

### **212b Calculus III**

A repetition of 212a.

4 credits

*James Henle, Patricia Sipe*

M W F 2:40-4 p.m.; T Th 1-2:50 p.m.

### **[217a Mathematical Structures]**

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. Offered in alternate years. To be offered in 1993-94.

4 credits

### **PHI 202b Symbolic Logic**

### **PHI 220b Logic and the Undecidable**

### **222b Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 211a or b, and 212a or b, one of which may be taken concurrently.

4 credits

*James Henle*

M W F 1:10-2:30 p.m.

### **224a Topics in Geometry**

Topic for 1992-93: Relativity. The geometry of space-time, Lorentz transformations and invariants, physical consequences, curvature and its relation to gravity.

Prerequisites: 211a or b and 212a or b.

4 credits

*James Callahan*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### **225b Advanced Calculus**

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisites: 211a or b, and 212a or b, or permission of the instructor.

4 credits

*Patricia Sipe*

T Th 9-10:20 a.m.



**233a An Introduction to Modern Algebra**

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisites: 111a or b or the equivalent, and 211a or b, or permission of the instructor.

4 credits

*Pau Atela*

M W F 1:10–2:30 p.m.

**[238a Topics in Number Theory]**

Prerequisite: 153a or b, 211a or b, or permission of the instructor. Offered in alternate years. To be offered in 1993–94.

4 credits

**243a Introduction to Analysis**

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence.

Prerequisites: 211a or b, and 212a or b, or permission of the instructor.

4 credits

*David Cohen*

M W F 2:40–4 p.m.

**245a Introduction to Probability and Statistics**

An introduction to statistical inference: random variables; special distributions (binomial, normal); point and interval estimation; hypothesis testing (type I and type II errors); sampling distributions (student's t, chi-square); standard parametric as well as non-parametric tests with a wide variety of applications. The mathematical foundations of statistical inference will be discussed along with implications of its interpretation in practice. Prerequisite: 112a or b or the equivalent.

4 credits

*James Callaban*

M W F 11 a.m.–12:10 p.m.

**246a Probability**

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 153a or b, or permission of the instructor.

4 credits

*Ruth Haas*

M W F 10–10:50 a.m.

**247b Statistics: Introduction to Regression Analysis**

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107b, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b.

4 credits

*Katherine Halvorsen*

M W F 9–9:50 a.m.

**CSC 250a Foundations of Computer Science****253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 211a or b, 153a or b, or permission of the instructor.

4 credits

*Ruth Haas*

M W F 10–10:50 a.m.

**264b Topics in Applied Mathematics**

Topic for 1992–93: Elementary Dynamical Systems. A wide range of disciplines such as economics, physics, chemistry, ecology, etc., deal with dynamical systems. This course is an introduction to the mathematical theory of systems in evolution, with an emphasis on geometric and qualitative techniques. Iteration of functions; periodicity; stability; attractors; chaos. Prerequisites: 211a or b and 212 a or b.

4 credits

*Pau Atela*

M W F 11 a.m.–12:10 p.m.

**[270b Introduction to Numerical Methods]**

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal. To be offered in 1993–94.

4 credits

**298a Mathematical Dialogues**

This course is intended to engage the student in mathematical activities beyond the usual coursework, including reading journals, writing reviews, attending lectures on diverse topics, and discussing contemporary issues in mathematics. All class meetings are open. Prerequisites: 211a or b, 212a or b, and either two additional courses at the 200 level or permission of the instructor. May be repeated for credit.

1 credit

*Marjorie Senechal*

T 3-4:50 p.m.

**298b Mathematical Dialogues**

A repetition of 298a. Different speakers. All class meetings are open. Prerequisites: 211a or b, 212a or b, and either two additional courses at the 200 level or permission of the instructor. May be repeated for credit.

1 credit

*Marjorie Senechal*

T 3-4:50 p.m.

**[307a Topics in Mathematics Education]**

Prerequisite: 112a or b, 153a or b, or permission of the instructor.

4 credits

**325a Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor.

4 credits

*Daniel Carter*

T Th 10:30-11:50 a.m.

**333b Topics in Abstract Algebra**

Topic for 1992-93: Algebraic Number Theory. The theory of algebraic numbers, in particular, algebraic number fields, and rings of integers in these fields. Prerequisite: 233a or permission of the instructor.

4 credits

*Marjorie Senechal*

M W F 1:10-2:30 p.m.

**342a Topics in Topology and Geometry**

Topic for 1992-93: A Geometric Introduction to Topology. The topology of  $\mathbf{R}^n$ , continuity, abelian groups, homotopy, the duality theorem, the Jordan curve theorem, geometric integration theory. Prerequisites: 243a (or

225b in 1992-93) or permission of the instructor.

4 credits

*Phyllis Cassidy*

M W F 11:10 a.m.-12:10 p.m.

**343b Topics in Mathematical Analysis**

Topic for 1992-93: Hilbert Space and Quantum Logic. Hilbert space, function spaces and dual spaces, subspace lattices. We will see how these structures are used to investigate the infinite dimensional world of modern physics, including quantum physics and the uncertainty principle. No background in physics is expected. Prerequisite: 243a or permission of the instructor.

4 credits

*David Cohen*

M W F 2:40-4 p.m.

**346b Seminar: Mathematical Statistics**

An introduction to mathematical statistics from frequentist and Bayesian perspectives. Topics include maximum likelihood, confidence, and Bayesian interval estimation, hypothesis testing, the Neyman-Pearson Paradigm, and likelihood ratio tests. Prerequisites: 212 and 246.

4 credits

*Katherine Halvorsen*

M W F 10-10:50 a.m.

**350b Topics in the History of Mathematics**

Topic for 1992-93: The History of  $\pi$ . Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor.

4 credits

*Michael Albertson*

T Th 9-10:20 a.m.

**353a Advanced Topics in Discrete Applied Mathematics**

Topic for 1992-93: Complexity Theory. Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and an investigation of NP-Completeness. The algorithms will be drawn from number theory, linear algebra, combinatorics and graph theory, and computer science. Prerequisites: two of 217, 233, 238, 253, CSC 250, and CSC 252.

4 credits

*Michael Albertson*

M W F 9-9:50 a.m.

**[364b Advanced Topics in Continuous Applied Mathematics]**

Prerequisite: 222b, 225b, or permission of the instructor. To be offered in 1993-94.

4 credits

**404a Special Studies**

By permission of the department, for majors who have had at least four semester courses at the intermediate level.

4 credits

**404b Special Studies**

4 credits

## The Major

**Advisers:** Michael Albertson, Pau Atela, James Callahan, Phyllis Cassidy, David Cohen, Ruth Haas, James Henle, Marjorie Senechal, Patricia Sipe.

**Adviser for Study Abroad:** Marjorie Senechal.

Requirements for the major: 40 credits, including 211a or b, 212a or b (153a or b, class of 1993), and 298a or b. All credits must come from the intermediate (200) level or above, except that four credits (eight credits, class of 1993) may be counted from 112a or b, 114a or b, 153a or b. At least four credits must be at the advanced (300) level; however, neither [307] nor 404 satisfy this requirement. Up to eight of the required credits may be replaced by twice as many credits from the following courses: AST 222b, 337a, 343a; CHM 331a, 332b; CSC [240b], 252b, [274b], [390b]; PHY 214b, [220a], 222a, 322a, 340b. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

## The Minor

**Adviser:** Ruth Haas, Director.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list above.

Normally, all courses that are counted toward these requirements must be taken for a letter grade.

### Applied Mathematics Minor

153, 212, 222, 225, 233, 245, 246, 247, 253, 264, [270], 325, 353, [364], PHY 210.

### Discrete Mathematics Minor

153, [270], PHI 220, 233, [238], CSC 250, 253, 333, 353.

### Algebra-Analysis-Geometry Minor

153, 212, [217], PHI 220, 224, 233, [238], 243, 325, 333, 342, 343.

### Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Patricia L. Sipe.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: in addition to the credits required for the major, students must take 431a or 432d (for either eight or twelve credits) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.



## Graduate

### **580a Special Studies in Topology and Analysis**

4 credits

### **580b Special Studies in Topology and Analysis**

4 credits

### **581a Special Studies in Modern Geometry**

4 credits

### **581b Special Studies in Modern Geometry**

4 credits

### **582a Special Studies in Algebra**

4 credits

### **582b Special Studies in Algebra**

4 credits

# Medieval Studies

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## Advisers and Members of the Medieval Studies Council

Alice Clemente, Professor of Spanish and Portuguese and of Comparative Literature

Paul Evans, Professor of Music, *Director*

Eglal Doss-Quinby, Associate Professor of French Language and Literature

Brigitte Buettner, Assistant Professor of Art

Margaret Cormack, Lecturer in Religion and Biblical Literature

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The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and architecture and the fine arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

## The Major

### Basis:

Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for credit in the major); FRN 240a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b are taken, four credits may be counted toward the basis.

### Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 213b) or a course in Virgil (Latin 212b) or Ovid (Latin 214b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

**Required Courses:**

1. A total of 11 semester courses, including the basis.
2. Seven courses in addition to the basis, above the 100 level, as follows: medieval history (four credits), chosen from the listing below; medieval religion (four credits), chosen from the listing below; one course (four credits) in either medieval art or music, chosen from the listing below; two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department; (one course in classical Latin literature may be taken in addition to Latin 213b in fulfillment of this requirement); and two other courses (eight credits), chosen from the listing below.

**Distribution:**

Three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., FRN 310a, [LAT 212b], and LAT 213b); two courses must be taken in another of the participating departments. Note: no single course may be counted in fulfillment of more than one of the requirements.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College medieval studies brochure when selecting their courses.

**The Minor****Required Courses:**

Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a

medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

**Latin Requirement:**

The Latin requirement for the minor is the same as for the major.

Approved courses for 1992-93 are as follows:

**Art**

221a	Early Medieval Art
222b	Romanesque Art
[224b	Gothic Art]
321b	Seminar: Studies in Medieval Art

**Comparative Literature**

[322b	Words and Music in Medieval Lyric]
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**English**

214a	Old English
215b	<i>Beowulf</i>
216a	Chaucer
216b	Chaucer

**French**

310a	French Literature of the Middle Ages
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**History**

[219a	Europe in the Age of Migration, 300-1050]
[220b	Europe in the Age of the Commercial Revolution, 1050-1300]
221b	Social History of European Monasticism
222a	Early English History
223a	Europe from 1300-1530 and the Civilization of the Renaissance in Italy
320b	Early European History to 1300 Topic for 1992-93: Religious Acculturation
324a	Topics in European History, 1300-1660: Topic for 1992-93: Limited Versus Absolute Monarchy in the 15th and 16th Centuries



**Italian**

- [332d Dante: *Vita Nuova, Divina Commedia*]  
 [334a Boccaccio and the Novella]

**Jewish Studies**

- 226b Jews and World Civilization  
 from Roman Times till the Ex-  
 pulsion from Spain (c. 30-1492)

**Latin**

- [212b Virgil, *Aeneid*]  
 213b Medieval Latin  
 214b Poetry of Ovid

**Music**

- 302a Music in the Middle Ages  
 [502d Proseminar in Music History]  
 503b Seminar in Medieval Music

**Religion and Biblical Literature**

- [230a Western Christian Thought and  
 Practice (30-1100)]  
 231a Eastern Christian Thought and  
 Practice  
 233b Conversion of Europe to Chris-  
 tianity  
 [235b Jewish Philosophers and Mystics  
 in the Middle Ages]  
 275a Islam

**Spanish and Portuguese**

- [330a The Epic Tradition: Poems,  
 Chronicles, and Ballads]  
 331a The Structure of the Spanish  
 Middle Ages in Literature  
 [332a *El Libro de Buen Amor and La  
 Celestina*]

**404a Special Studies**

Admission by permission of the instructor  
 and the Medieval Studies Council.  
 4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**Honors****431a Thesis**

Admission by permission of the Medieval  
 Studies Council.  
 8 credits

Requirements: the same as those for the  
 major, except that the thesis (eight credits),  
 which is to be written during the first semes-  
 ter of the senior year, shall count as one  
 course (four credits) in the area of concentra-  
 tion. The subject of the thesis should, prefer-  
 ably, be determined during the second se-  
 mester of the junior year. There shall be an  
 oral examination on the thesis and a written  
 examination on the area of concentration  
 within the major.

# Music

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## Professors

Paul Richer Evans, Ph.D.  
 Philipp Otto Naegele, Ph.D.  
 William Petrie Wittig, Mus.M.  
 Ronald Christopher Perera, A.M.  
 †Peter Anthony Bloom, Ph.D.  
 Donald Franklin Wheelock, M.Mus.  
 John Porter Sessions, Mus.M.  
 Richard Jonathan Sherr, Ph.D., *Chair*  
 Monica Jakuc, M.S.  
 Ruth Ames Solie, Ph.D.  
 Kenneth Edward Fearn, Mus.M.

## Associate Professors

†Karen Smith Emerson, M.M.  
 †Janet Lyman Hill, M.A.  
 Jane Bryden, M.M.  
 †Raphael Atlas, Ph.D.

## Assistant Professors

†John Van Buskirk, M.M.  
 Grant Russell Moss, D.M.A.  
 Lucinda J. Thayer, M.M., *Director of Choral Music*  
 Jamée Ard, M.M.

## Lecturers

Jessel Murray, M.M.  
 †Elizabeth DiFelice, M.M.  
 Barbara Wright

## Teaching Fellows

Peter Blanchette  
 Linda Smargie

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.

4 credits

### A. Fundamentals of Music

An introduction to the rudiments of music. Students will explore principles of musical organization basic to Western and selected non-Western traditions.

*Raphael Atlas*, M W F 11 a.m.–12:10 p.m.;

*Ruth Solie*, T Th 9–10:20 a.m.

### B. Music, the Visual Arts, and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film, and television.

*William Wittig*

T 1–2:50 p.m., Th 1–1:50 p.m.

### C. Contemplating Opera

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will

include *Carmen*, *Don Giovanni*, *Otello*, *Madam Butterfly*, *Porgy and Bess*, *Treemonisha*, *The Yellow Wallpaper*. The work of the course will include viewing operas on videotape.

*Richard Sherr*

M W F 9-9:50 a.m.

### D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres, and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed.

*Ruth Solie*

M W F 10-10:50 a.m.

### 100b Colloquia

4 credits

#### A. Fundamentals of Music

A repetition of 100a (A).

*Donald Wheelock*

M W F 1:10-2:30 p.m.

#### B. Music, the Visual Arts, and the Media

A repetition of 100a (B).

*William Wittig*

T Th 10:30-11:50 a.m.

#### C. Contemplating Opera

A repetition of 100a (C).

*Richard Sherr*

M W F 9-9:50 a.m.

### [D. Women Composing]

An exploration of the lives and the music of women who composed in the Western tradition in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments, and their access to appropriate education and professional training. To be offered in 1993-94.

### [E. Music in France in the "Good Old Days"]

Does music relate to anything outside of itself? Is there a relationship between music and "society"? Why did Erik Satie write piano pieces in the form of a pear? This course will take up such questions by considering some

of the serious and not-so-serious music played in Paris in the *fin de siècle* and in the *belle époque*—that is, in the "good old days"—from the 1880s and '90s to the years around World War I. Students will listen to recordings in and out of class, read selections concerning music and France in the period, and discuss in class such concepts as "Impressionism," "Frenchness," "avant-garde," and "charme," on the basis of their listening, reading, and experience (none in music is required). This semester the course will concentrate on the music of Claude Debussy. To be offered in 1993-94.

### [F. Choral Music]

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. To be offered in 1993-94.

### 102b Classical and Popular Music in the 20th Century

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors.

4 credits

*William Wittig*

T 1-2:50 p.m., Th 1-1:50 p.m.

### 103a Sight-Singing

Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation.

1 credit

*Jessel Murray*

T Th 1-2:30 p.m.

### 103b Sight-Singing

A repetition of 103a.

1 credit

*Jessel Murray*

T Th 1-2:30 p.m.



**110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music.

4 credits

*Donald Wheelock*, M W F 1:10-2:30 p.m.;  
*Raphael Atlas*, T Th 10:30-11:50 a.m.

**111b Analysis and Repertory**

A continuation of 110a. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*, M W F 2:40-4 p.m.; *Ruth Solie*, T Th 10:30-11:50 a.m.

## Intermediate and Advanced Courses

**200a An Historical Survey of Music**

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor.

4 credits

*Paul Evans*  
T Th 9-10:20 a.m.

**201b An Historical Survey of Music**

A continuation of 200a. Western music from the mid-18th century to the 20th century. Open to students who have had previous musical experience or who have obtained permission of the instructor.

4 credits

*Peter Bloom*  
T Th 9-10:20 a.m.

**210a Advanced Tonal Analysis**

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*  
M W F 9-9:50 a.m.

**[211b Tonal Counterpoint]**

Principles of two- and three-part counterpoint with reference to such categories as the

chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. To be offered in 1993-94.

4 credits

**221b Analysis and Repertory: 20th Century**

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 111b or permission of the instructor.

Offered in alternate years.

4 credits

*Ronald Perera*  
M W F 10-10:50 a.m.

**[223a Topics in Performance]**

To be offered in 1993-94.

4 credits

**233a Composition**

Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*  
M W F 10-10:50 a.m.

**234b Composition**

A continuation of 233a. Prerequisite: 233a or permission of the instructor.

4 credits

*Ronald Perera*  
M W F 11 a.m.-12:10 p.m.

**[241a English Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1993-94.

1 credit

**[241b German and French Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1993-94.

1 credit

**DAN 249a The Mindful Body: Resources for Performers**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, and theatre

through basic anatomical and functional knowledge of the body from an experimental approach. Prerequisite: One year of studio courses in dance, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E)

2 credits

*Monica Jakuc, Susan Waltner* (Dance)

T Th 1-2:30 p.m.

### [251b The History of the Opera]

History of the form from its inception to the present, with emphasis on selected masterworks. To be offered in 1993-94.

4 credits

### 302a Music in the Middle Ages

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the 14th century. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

M W 1:10-2:30 p.m.

### [303a Music of the Renaissance]

Sacred and secular music in Western Europe during the 15th and 16th centuries. Prerequisite: 200a or permission of the instructor. To be offered in 1993-94.

4 credits

### 304a Music of the Earlier Baroque

The interaction between French and Italian music in the 17th century. Music in England and Germany. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T Th 1-2:50 p.m.

### 305b Music of the High Baroque

Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T Th 9-10:20 a.m.

### 306b Mozart

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus

Mozart. Prerequisite: 201b or permission of the instructor.

4 credits

*Peter Bloom*

T Th 10:30-11:50 a.m.

### [307a Beethoven]

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 201b or permission of the instructor.

4 credits

### 308b Seminar in the Music of the 19th Century

Richard Wagner and Hector Berlioz: A comparative study of their musical works, writings, careers, and ideals. Prerequisite: 201b or permission of the instructor.

4 credits

*Peter Bloom*

Th 7:30-9:30 p.m.

### [310b The New Music]

Schoenberg and the origins of the Second Viennese School. Prerequisite: 210a. To be offered in 1993-94.

4 credits

### EDC 316b The Teaching of Music

### [CLT 322b Words and Music in Medieval Lyric]

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal *canço* and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish, or Portuguese, while helpful, is not required. Offered in alternate years. To be offered in 1993-94.

4 credits

### 325b Writing About Music

An opportunity for intensive work on disciplinary writing, including prose style, tone, and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. (E)

4 credits

*Ruth Solie*

T Th 1-2:50 p.m.

### 331a Topics in Theory

Topic for 1992-93: Music Criticism. An exploration of new critical methods—feminist, cultural, political, and others—that have developed within the discipline of musicology in recent years. We will discuss the purposes, accomplishments, and limitations of the new criticisms, and their relation to more traditional musical analysis. In addition to reading critical essays, students will apply the methods in in-depth study of musical compositions. Prerequisite: 111b.

4 credits

*Ruth Solie*

M W 2:40-4 p.m.

### 340a Seminar in Composition

Recommended background: a year of composition study. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

### 341b Seminar in Composition

Recommended background: a year of composition. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

### 345b Electro-Acoustic Music

Introduction to musique *concrète*, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor.

4 credits

*Ronald Perera*

T Th 3-4:50 p.m.

### 404a Special Studies

In the history of music, or in the theory or analysis of music. By permission of the Department, for juniors and seniors.

4 credits

### 404b Special Studies

4 credits

## Graduate Courses

Requirements for the master of arts degree in music are listed on pp. 28-29 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Ruth Solie.

### [502d Proseminar in Music History]

Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor. To be offered in 1993-94.

8 credits

### 503b Seminar in Medieval Music

4 credits

*Paul Evans*

To be arranged

### 506b Seminar in Renaissance Music

4 credits

*Richard Sherr*

To be arranged

### [507a Seminar in Baroque Music]

To be offered in 1993-94.

4 credits

### [509b Seminar in Music of the Romantic Era]

4 credits

### 510a Seminar in Contemporary Music

Webern and his successors.

4 credits

*John Sessions*

W 7:30-9:30 p.m.

### [511b Seminar in the History of Music Theory]

Undergraduate music majors accepted by permission of the instructor.

4 credits

### 580a Special Studies

4 credits

### 580b Special Studies

4 credits

### 580d Special Studies

8 credits



**550/a Research and Thesis**

4 credits

**550/b Research and Thesis**

4 credits

**550/d Research and Thesis**

4 credits

## Performance

Admission to performance courses, with the exception of conducting, is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other nearby colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 50-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular pro-

gram as an eight-credit course for the year with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged consistently to study music in the classroom, those who need to continue individual instruction beyond the three- and seven-credit courses must take either Music 180a or 180b, Fundamentals of Music, or 181a and 181b, Music 181a or 181b during their year at Smith College. It is recommended that these courses be taken prior to the senior year.

A minimum grade of B is permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Qualities, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for performance courses in the department office; but registration is tentative until auditions results are posted.

**Stringed Instruments, Wind Instruments**

Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for voice are expected to perform a song for solo voice.

**Piano:** Candidates for piano are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to first-year students. For a candidate who demonstrates proficiency in piano may receive permission to register for organ in the first year.

Undergraduate performance courses carry the following numbering sequence: credits and section numbers.

- 914d** First year of performance, four credits for the year
- 924d** Second year of performance, four credits for the year
- 928d** Second year of performance, eight credits for the year
- 934d** Third year of performance, four credits for the year
- 938d** Third year of performance, eight credits for the year
- 944d** Fourth year of performance, four credits for the year
- 948d** Fourth year of performance, eight credits for the year

- A Piano**  
**B Organ**  
**C Harpsichord**  
**D Voice**  
**E Violin**  
**F Viola**  
**G Violoncello**  
**H Double Bass**  
**I Viola da Gamba**  
**J Flute**  
**K Recorder**  
**L Oboe**  
**M Clarinet**  
**N Bassoon**  
**O French Horn**  
**P Trumpet**  
**Q Trombone**  
**R Tuba**  
**S Percussion**  
**T Guitar**  
**U Lute**  
**V Harp**  
**W Other Instruments**

**Piano.** *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

**Organ.** Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

**Harpsichord.** Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

**Voice.** Karen Smith Emerson, Jane Bryden, *Jamée Ard.*

**Violin.** *Philipp Naegele, Janet Hill.*

**Viola.** *Janet Hill.*

**Violoncello.** *John Sessions.*

**Double bass.** (UMass).

**Viola da Gamba.** *Alice Robbins.*

**Wind Instruments.** *William Wittig*, flute; *Lynn Sussman*, clarinet; (UMass), bassoon; *Emily Samuels*, recorder.

**Brass Instruments.** (UMass).

**Percussion.** (UMass).

**Guitar.** *Phillip de Fremery* (Mount Holyoke).

**Lute.** *Robert Castellano.*

**Other Instruments.**

### 901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated.

1 credit

*Philipp Naegele, William Wittig, Janet Hill*

### 901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit.

1 credit

### 903a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b, and permission of the instructor. Enrollment limited to 10.

2 credits

*Lucinda Thayer*

T 3-4:50 p.m.

### 904b Conducting

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10.

2 credits

*Lucinda Thayer*

T 3-4:50 p.m.

### 974a Topics in Piano

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate perfor-

mance with readings, listening, and written work. Permission of the instructor required. Enrollment limited to 10.

4 credits

*Kenneth Fearn*

M 7:30-9:30 p.m., plus six hours of private or semi-private instruction per semester.

### 984b Topics in Piano

A continuation of 974a. Permission of the instructor required. Enrollment limited to 10.

4 credits

*Kenneth Fearn*

M 7:30-9:30 p.m., plus six hours of private or semi-private instruction per semester.

## Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits, and section letters:

<b>954d</b>	First year of performance, four credits for the year
<b>958d</b>	First year of performance, eight credits for the year
<b>964d</b>	Second year of performance, four credits for the year
<b>968d</b>	Second year of performance, eight credits for the year

The same principles, conventions, and section letters apply to graduate performance courses as to undergraduate performance courses.

**Piano**  
**Organ**  
**Harpisichord**  
**Voice**  
**Violin**  
**Viola**  
**Violoncello**  
**Viola da Gamba**  
**Wind Instruments**  
**Other Instruments**

### Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening

rehearsals.

*Philipp Naegele, Director*

## Smith College Student Orchestra

One concert each semester. Open by audition to Smith students and to students at the other four colleges.

*Jessel Murray, Faculty Adviser*

## Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir Alpha:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**College Choir Omega:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**Chamber Singers:** open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Lucinda Thayer and Jessel Murray, Directors.*

## The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.



## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Richard Sherr.

Basis for the major: 110a, 111b, 200a, and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b, two further courses in music theory, analysis, or composition, two further courses in music history, and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

Students who are contemplating graduate work in music should consider taking 210a and any seminar.

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

## The Minor

**Advisers:** Same as for the major.

Basis: 110a, 111b, and 200a or 201b.

Requirements: six semester courses: 110a, 111b, 200a or 201b, and three further classroom courses, no more than two of which may be colloquia.

## Honors

**Director:** Philipp Naegele.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

# Neuroscience

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## Advisers

Richard Olivo, Professor of Biological Sciences, *Director*

Mary Harrington, Assistant Professor of Psychology

## Other Participating Faculty

Virginia Hayssen, Assistant Professor of Biological Sciences

Margaret Olivo, Professor of Biological Sciences

Anne E. Powell, Lecturer in Psychology

†Jeanne Powell, Professor of Biological Sciences

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The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: four core courses:

PSY 211a Physiological Psychology

BIO 256a Animal Physiology and required concurrent laboratory  
BIO 257a

BIO 330b Neurophysiology and required concurrent laboratory BIO331b

PSY 311a Neuroanatomy

(Note that all of these courses have prerequisites; see departmental listings.)

Plus two electives chosen from the following:

BIO 230a Cell Biology

PSY 212b Developmental Psychobiology

BIO 346b Developmental Biology and required concurrent laboratory  
BIO 347b

BIO 352a Animal Behavior and required concurrent laboratory BIO 353a

PSY 312b Research Seminar in Behavioral Neuroscience

PSY 316b Seminar in Biopsychology

# Philosophy

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## Professors

Murray James Kiteley, Ph.D.  
 Kathryn Pyne Addelson, Ph.D.  
 Malcolm B.E. Smith, Ph.D., J.D., *Chair*  
 Thomas Tymoczko, Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 John M. Connolly, Ph.D.  
 Elizabeth V. Spelman, Ph.D.

## Assistant Professor

Nalini Bhushan, Ph.D.

## Lecturers

<sup>1</sup>Alice A. Lazerowitz, Ph.D.  
<sup>1</sup>Ernest L. Alleva, Ph.D.  
<sup>1</sup>Ifeanyi Menkiti, Ph.D.

## Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

### [LOG 100a Valid and Invalid Reasoning: What Follows from What?]

#### 100b Thinking About Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith.

4 credits

*Nalini Bhushan*

Lec. M W 1:10-2:30 p.m.; dis. A: F 2:10-3 p.m.; B: F 3:10-4 p.m.

#### 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages,

with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 credits

*Murray Kiteley*

Lec. M W 11 a.m.-12:10 p.m.; dis. Th 4-4:50 p.m. or F 11 a.m.-12 noon

#### 125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant.

4 credits

*Malcolm B.E. Smith*

M W 2:40-4 p.m.

#### 200b Philosophy Colloquium

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the sophomore year.

4 credits

*Kathryn Pyne Addelson and Members of the Department*

T Th 10:30-11:50 a.m.

#### 202a Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, com-



puter science, and linguistics. This course provides students with a basic background in the symbols, concepts, and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20.

2 credits

*Thomas Tymoczko*

T Th 9-10:20 a.m.

### 202b Symbolic Logic

A repetition of 202a. This course will meet for the first half of the semester only. Enrollment limited to 20.

2 credits

*Merrie Bergmann (Computer Science)*

T Th 1-2:20 p.m.

### 203a Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topics might include infinity, the concept of number, alternative logics, models and truth, Turing machines and computation, etc. Prerequisite: LOG 100 or PHI 202. Topic for Fall 1992: The Paradox of the Heap and Alternative Logics. After the initial meeting the course will meet during the second half of the semester only. (E)

2 credits

*Thomas Tymoczko*

T Th 9-10:20 a.m.

### [MTH 217a Mathematical Structures]

### [PPY 209b Philosophy and History of Psychology]

See Interdepartmental and Extradepartmental Course Offerings.

### [210a Issues in Recent and Contemporary Philosophy]

Recommended background: two prior courses in philosophy. To be offered in 1993-94.

4 credits

### 211a The Philosophy of Ludwig Wittgenstein

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202. Offered in alternate years.

4 credits

*Alice Ambrose Lazerowitz*

T Th 1-2:50 p.m.

### 220b Logic and the Undecidable

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently.

4 credits

*Thomas Tymoczko*

T Th 10:30-11:50 a.m.

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 222a Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

4 credits

*Elizabeth V. Spelman*

T Th 1-2:20 p.m.; dis. sections to be arranged

### 224b Philosophy and History of Scientific Thought

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science construct or describe reality? What are the social influences on science?

4 credits

*Jill de Villiers*

M W F 11 a.m.-12 noon

### [226a Topics in the History of Philosophy]

To be offered in 1993-94.

4 credits

### [230b American Philosophy: The Classical Period]

Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey, and G.H. Mead. Enrollment limited to 25. To be offered in 1993-94.

4 credits

**233b Aesthetics**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems.

4 credits

*Nalini Bhushan, Thomas Tymoczko*

T Th 9-10:20 a.m.

**234a Philosophy and Human Nature: Theories of the Self**

Philosophy of Mind. Does the fact that we are conscious show we are minds or might consciousness be the byproduct of functioning brains? Could you survive in another body? These and related questions will be examined using classical and contemporary sources.

4 credits

*Nalini Bhushan*

M W 1:10-2:30 p.m.

**235a Morality, Politics, and the Law**

A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political, and legal dimensions of the tolerance and intolerance of behavior treated as "deviant."

4 credits

*Ernest L. Alleva*

T Th 3-4:50 p.m.

**236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics.

4 credits

*Jill de Villiers*

T Th 9-10:20 a.m.

**[237a Nineteenth-Century Philosophy]**

Topic: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding, and morality and his influence on later philosophy, especially existentialism. (E) To be offered in 1993-94.

4 credits

**240b Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as

they relate to women. Not open to first-year students. Enrollment limited to 40.

4 credits

*Elizabeth V. Spelman, Carolyn Jacobs*

T Th 10:30-11:50 a.m.

**245a Philosophy of Law: Property**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord, and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students.

4 credits

*Malcolm B.E. Smith*

M W 2:40-4 p.m.

**250a Epistemology**

Topic for 1992-93: Relativism and Objectivity. Are there absolute truths or does each truth depend on who looks at it and how? Are there intrinsic values or is each value dependent on a point of view? What's a point of view? This course explores the philosophical issue of objectivity and relativism with an eye to practical concerns (such as multi-culturalism, free speech, and canons of excellence). A previous course in philosophy is strongly recommended. May be repeated for credit by previous students in PHI 250.

4 credits

*Thomas Tymoczko, Elizabeth V. Spelman*

T Th 10:30-11:50 a.m.

**[262a Meaning and Truth]**

An examination of the central topics in the semantics of natural language. These topics and the associated problems and theories will be organized under the two major headings of meaning and truth. To be offered in 1993-94.

4 credits

**REL 263a Philosophy of Religion****[REL 269b Phenomenology and Existentialism]**

**304b Colloquium in Applied Ethics**

Topic for 1992-93: Moral Passages: Issues in Reproduction and Procreation. Moral theory as applied to topics such as abortion, *in vitro* fertilization, surrogate motherhood, teen pregnancy. Moral issues will be defined from perspectives of the woman and her intimates, reformers, medical workers, scientists, and ethicists. Enrollment limited to 20.

4 credits

*Kathryn Pyne Addelson*

T 3-4:50 p.m. and one hour to be arranged

**[305b Seminar: Topics in Feminist Theory]**

To be offered in 1993-94.

4 credits

**[310b Seminar: Recent and Contemporary Philosophy]**

To be offered in 1993-94.

4 credits

**[322b Topics in Advanced Logic]**

To be offered in 1993-94.

4 credits

**326a African Philosophy**

An exploration of basic African philosophical concepts and principles, including the systemic interpretation of Bantu thought and the comparative study of the relationships between philosophy and ideologies. Preference given to juniors and seniors. Recommended: either a background in African studies (history, literature, anthropology, etc.) or in philosophy. Enrollment limited to 22. (E)

4 credits

*Ifeanyi Menkiti (Wellesley College)*

W 11 a.m.-12:10 p.m. and 1:10-2:30 p.m.

**331a Seminar: Belief, Knowledge, and Perception**

Selected topics in the theory of knowledge and perception. Topic for 1992-93: Reason, Madness, and Skepticism. Can we doubt our own reason, as apparently, we can doubt our beliefs about an external world? Can we prove we're not irrational; or are we, in fact, irrational? Are there objective canons of rationality? The course will examine these and related questions, drawing on readings from classical and contemporary sources. May be repeated for credit by those who have previously taken 331a.

4 credits

*Thomas Tymoczko*

M W 2:40-4 p.m.

**[334a Seminar: Mind]**

To be offered in 1993-94.

4 credits

**362a Seminar: Philosophy of Language**

A study of the basic concepts involved in language such as meaning, reference, truth, translation, and conceptual systems. Does each language bring with it a distinct conceptual system? Could there be conceptual systems radically different from ours? Prerequisite: two intermediate philosophy courses.

4 credits

*Nalini Bhushan, Murray Kiteley*

W 7:30-9:30 p.m.

**390b Colloquium for Seniors**

A course requiring extensive prior preparation, and focussing on a close study of central, book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only.

4 credits

*Elizabeth V. Spelman*

T Th 3-4:50 p.m.

**400a Special Studies**

For senior majors, by arrangement with the department.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**408d Special Studies**

For senior majors, by arrangement with the department.

8 credits

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Elizabeth V. Spelman.

**Requirements:** Ten semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either [LOG 100] or PHI 202; three 200-level courses, one from three



of the following areas: Value Theory and Social Philosophy (222, 233, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, [237-Nietzsche], REL 269); Metaphysics and Epistemology ([210-Metaphysics], [230], 234, 250; Language, Logic and Science (220, PPY 221, 224, 236, [262]); PHI 200b, normally to be taken in the sophomore year; two 300-level courses.

Courses in related departments may be included in the major program of ten semester courses only with approval of the department.

## The Minor

**Advisers for the Minor:** Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

### Concentration 1: Linguistics and the Philosophy of Language

Basis: [LOG 100] or PHI 202; and 236.

In addition to the basis, [262] and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: [260], [310].

### Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: 100, [LOG 100] or PHI 202, 124, 125.

In addition to the basis, three courses from among the following: 222, 224, 233, [235], [REL 269b], 304, [310], and [334].

### Concentration 3: Philosophy, Feminism, and Society

Basis: any two from among the following: 100, [LOG 100] or PHI 202, 124, and 125.

In addition to the basis, three courses from among the following: [235], 240, 304, [305]. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

## Honors

**Directors:** Murray Kiteley, Thomas Tymoczko.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

**432d Thesis**  
12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

## Graduate

**Advisers:** Members of the Department.

### 580a Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

4 or 8 credits

### 580b Advanced Studies

4 or 8 credits

**580d Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

8 credits

**590a Research and Thesis**

4 or 8 credits

**590b Research and Thesis**

4 or 8 credits

**590d Research and Thesis**

8 credits

# Physics

## Professors

Malgorzata Zielinska-Pfabé, Ph.D., *Chair*  
 Melvin S. Steinberg, Ph.D.  
 Piotr Decowski, Ph.D.

## Associate Professors

Doreen A. Weinberger, Ph.D.  
 Nalini Easwar, Ph.D.

## Laboratory Supervisor

David Meacham, B.A.

Students planning to major in physics are advised to elect both 115a and 116b and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the Department at the beginning of their first year about taking a more advanced course in place of 115a and 116b.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115a and 116b for credit.

### 105a Principles of Physics: Seven Ideas that Shook the Universe

Description, origins, meanings, and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for nonscience majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 1:10-2:30 p.m.

### 106b The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. (E)

4 credits

*Piotr Decowski*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### 115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor.

5 credits

*Nalini Easwar, Doreen Weinberger*

M W F 11 a.m.-12:10 p.m.; lab T or Th 1-3:50 p.m. or W 1:10-4 p.m.

### 116b General Physics

A continuation of 115a. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115a.

5 credits

*Nalini Easwar, Doreen Weinberger*

M W F 11 a.m.-12:10 p.m.; lab T or Th 1-3:50 p.m. or W 1:10-4 p.m.



### 210a Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include: complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### 211b Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transformations. Prerequisites: 210 or MTH 111, 112, 211, and 212.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### 214b Electricity and Magnetism

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and 116b or the equivalent.

4 credits

*Piotr Decowski*

M W F 11 a.m.-12:10 p.m.; lab M 1:10-4 p.m.

### [220a Classical Mechanics]

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and 116b or permission of the instructor. To be offered in 1993-94.

4 credits

### 222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and 116b or permission of the instructor.

4 credits

*Melvin Steinberg*

M W F 11 a.m.-12:10 p.m.; lab M 1:10-4 p.m.

### 224a Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and 116b or permission of the instructor.

4 credits

*Nalini Easwar*

T Th 9-11:50 a.m., and one hour discussion session to be arranged

### [236a Optics]

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisites: 115a, 116b, 222a or permission of the instructor. Offered in alternate years. To be offered in 1993-94.

4 credits

### 299a Current Topics In Physics

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit.

1 credit

*Members of the Department*

W 2:40-4 p.m.

### 322a Topics in Advanced Modern Physics

Topic for 1992-93: Nuclear and Particle Physics. Prerequisites: 210a, 214b, 222a.

4 credits

*Piotr Decowski*

M W F 11 a.m.-12:10 p.m.

### 331a The Teaching of Physics

A one- or two-semester course for prospective physics teachers, emphasizing research literature on misconceptions and nonformal instruction. Prerequisites: 115a and 116b, or science teaching experience.

4 credits

*Melvin Steinberg*

To be arranged

### 340b Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 220b and 222a. 4 credits

*Doreen Weinberger*

T Th 1-2:50 p.m.

### [348b Thermal Physics]

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisite:

sites: 210a, 220b, 222a. Offered in alternate years. To be offered in 1993-94.

4 credits

### **350a Advanced Physics Laboratory**

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least 3 credits are required to count as a course toward the major requirement. Prerequisites: 214b, 220b, and 222a.

1 to 3 credits

*Piotr Decowski*

Th 1-4:50 p.m.

### **350b Advanced Physics Laboratory**

A repetition of 350a.

1 to 3 credits

*Nalini Easwar*

Th 1-4:50 p.m.

### **400a Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics.

1 to 4 credits

### **400b Special Studies**

Same as 400a or may be a repetition of 400a, with permission of the instructor.

1 to 4 credits

## **The Major**

**Advisers:** Piotr Decowski, Nalini Easwar, Malgorzata Zielinska-Pfabé, Melvin Steinberg, Doreen Weinberger.

**Adviser for Study Abroad:** Piotr Decowski.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

The following courses are required: 115a, 116b, 210, 211, 214, [220], 222, 224, 340 and one more 300 level physics course. In addition, 299a and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

## **The Minor**

**Advisers:** Members of the Department.

The minor in physics consists of: 115a, 116b, 222a and at least two additional 200 or 300 level physics courses.

## **Honors**

**Director:** Malgorzata Zielinska-Pfabé.

### **430d Thesis**

8 credits

### **432d Thesis**

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

# Political Economy

## Advisers

†Martha Ackelsberg, Professor of Government  
 Philip Green, Professor of Government, *Director*  
 Richard Fantasia, Associate Professor of Sociology  
 Thomas Riddell, Associate Professor of Economics  
 Cynthia Taft Morris, Professor of Economics  
 Andrew Zimbalist, Professor of Economics

## 404a Special Studies

4 credits

## 404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

### 1. Theory:

- [ECO 225a Political Economic Analysis]
- [ECO 256a Marxian Political Economy]
- [ECO 257b Growth and Crisis in the United States Economy]
- GOV 261a Political Theory of the 19th and 20th Centuries

GOV 366a Seminar: Ideology, Culture, and Politics

### 2. History:

- ECO 207b The Early Development of Capitalism in Europe
- [ECO 208a European Economic History]
- ECO 285b American Economic History: 1870-1980
- SOC 316b Seminar: Protest, Rebellion, and Collective Action

### 3. Contemporary Applications:

- ECO 202b The Political Economy of World Geography
- ECO 209a Comparative Economic Systems
- ECO 224b Environmental Economics
- ECO 243a Economics of the Public Sector
- ECO 290a Economics of Defense
- [GOV 204a Urban Politics]
- [GOV 325a Seminar in Comparative Government] (joint seminar with ECO 309a)
- GOV 333b Seminar: The Politics of Capitalism
- SOC 212b Class and Society

4. Special Studies (PEC 404a, b), to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.



# Psychology

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## Professors

Robert Teghtsoonian, Ph.D.  
 J. Diedrick Snoek, Ph.D.  
 \*Frances Cooper Volkmann, Ph.D.  
 Peter Benedict Pufall, Ph.D.  
 †Faye Crosby, Ph.D.  
 Donald Baldwin Reutener, Jr., Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 Peter A. de Villiers, Ph.D., *Chair*  
 \*Randy O. Frost, Ph.D.

## Adjunct Professors

Joan E. Morgenthau, M.D.  
 Lisa Raskin, Ph.D.

## Associate Professors

Fletcher A. Blanchard, Ph.D.  
 †Donna Kiyo Nagata, Ph.D.  
 \*Philip K. Peake, Ph.D.

## Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

## Assistant Professors

Mary Harrington, Ph.D.  
 Brenda Allen, Ph.D.

## Instructors

Nancy Grote, Ed.D.  
 Annabel Prins, M.S.

## Lecturer

Anne E. Powell, Ph.D.

## Assistant in Statistics

David Palmer, Ph.D.

## Research Associates

Roberta Collard, Ph.D.  
 Tahereh Rahmani, Ph.D.  
 George M. Robinson, Ph.D.  
 Martha Teghtsoonian, Ph.D.

Unless otherwise indicated, 111a or b is a prerequisite for every further course, including 112 and 113.

## Introductory Courses

### 111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Enrollment limited to 80 per section.

4 credits

*Peter Pufall, Director*

Section A: M W F 9-9:50 a.m.; dis. to be arranged

Section B: M W F 10-10:50 a.m.; dis. to be arranged

### 111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written).

4 credits

*Peter de Villiers, Director*

Section A: M W F 9-10:10 a.m.

Section B: M W F 11 a.m.-12:10 p.m.

Section C: M W F 1:10-2:20 p.m.

### 112a Introduction to Research Methods

Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of nonhuman organisms. Prerequisite: 111a or b.

4 credits

*Donald Reutener, Director*

Section A: W F 8-9:50 a.m.

Section B: M W 10-11:50 a.m.

Section C: M W 1:10-3 p.m.

Section D: T Th 9-10:50 a.m.

**112b Introduction to Research Methods**

A repetition of 112a.

4 credits

*Frances Volkmann, Director*

Section A: M W 10-11:50 a.m.

Section B: M W 1:10-3 p.m.

Section C: T Th 9-10:50 a.m.

Section D: T Th 1-2:50 p.m.

**113a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems.

Prerequisite: 111a or b or permission of the instructor. Enrollment limited to 40. Lab size limited to 10 students.

4 credits

*Philip Peake*

Lec. M W F 11-12:10 a.m.; lab to be arranged

**113b Statistical Methods in Psychology**

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10 students.

4 credits

*Fletcher Blanchard*

Lec. T Th 9-10:20 a.m.; lab to be arranged

## A. General Courses

**[PPY 209b Philosophy and History of Psychology]**

See Interdepartmental and Extradepartmental Course Offerings.

**ESS 220b Psychology of Sport**

4 credits

*Donald Siegel*

M W F 11-11:50 a.m.

**266b Psychology and Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men and of the psychological realities of women's lives and occupational status. Topics include sex role stereotypes and sex role development, family and work, mental health and sexuality, and occupational status. Enrollment limited to juniors and seniors.

4 credits

*Nancy Grote*

W 7:30-9:30 p.m., Th 4-4:50 p.m.

**267b Psychology of the Black Experience**

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models, and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b.

4 credits

*Brenda Allen*

T Th 1-2:20 p.m.

**303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Brenda Allen*

M W 2:40-4 p.m.

**320a Seminar in Environmental Psychology**

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools, and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred.

4 credits

*Robert Teghtsoonian*

T 3-4:50 p.m.

**366b Seminar: Topics in the Psychology of Women**

Topic for 1992-93: Gender and Close Relationships. Prerequisite: permission of the instructor.

4 credits

*Nancy Grote*

To be arranged

## B. Psychological Processes

### 210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question, "Why did she or he do that?" Theory and research from three interacting and complimentary perspectives (evolutionary, physiological, and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor.

4 credits

*Donald Reutener*

T Th 9-10:20 a.m.

### 216b Perception

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Robert Teghtsoonian*

T Th 10:30-11:50 a.m.

### 218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Jill de Villiers*

T Th 1-2:50 p.m.

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 224a Learning and Behavior Change: Methods, Theory, and Practice

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed

practicum projects. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*David Palmer*

M W 1:10-2:30 p.m.

### 313a Seminar in Psycholinguistics

Topic for 1992-93: Language Acquisition and Language Disorders in Children. Consideration of the nature of language acquisition. Includes application of what is known about the patterns and determinants of normal language acquisition to autistic, deaf, and blind children. Prerequisite: PHI 236, PHY 221, or 233.

4 credits

*Jill de Villiers*

W 1:10-3 p.m.

### 314b Seminar in Foundations of Behavior

Topic for 1992-93: Animal Cognition. The study of animals as intelligent processors of information capable of adapting to their environments through a variety of cognitive skills. These skills include perception, learning, remembering, problem solving, decision making, communication, and others. Prerequisite: any 200-level course from area B or C, or 233, or 270, or permission of the instructor.

4 credits

*Donald Reutener*

T 1-2:50 p.m.

## C. Physiological Psychology

### 211a Physiological Psychology

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, feeding, aggression, learning, memory, language, and mental/emotional disorders. Prerequisite: 111a or b, or an introductory BIO course.

4 credits

*Beth Powell*

M W F 11 a.m.-12:10 p.m.



**212b Developmental Psychobiology**

A study of physiological and behavioral changes that accompany development. Embryonic development of the nervous system, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor.

4 credits

*Mary Harrington*

T Th 10:30-11:50 a.m.

**311a Neuroanatomy**

A survey of the anatomical organization of the mammalian brain and behavioral changes associated with brain damage. Laboratory techniques covered include basic histology and immuno-cytochemistry. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16.

4 credits

*Mary Harrington*

T Th 10:30-11:50 a.m.; lab T or Th 1-4 p.m.

**312b Research Seminar in Behavioral Neuroscience**

Topic for 1992-93: Circadian Rhythms. A study of theoretical and empirical work on daily rhythms in humans and animals, followed by a laboratory experiment. The experiment will be designed, conducted, and analyzed by the class. On average, one to two hours of self-scheduled laboratory work will be required each week.

Prerequisites: 112a or b, 211a and permission of the instructor.

4 credits

*Mary Harrington*

W 1-4 p.m.

**316b Seminar in Biopsychology**

Advanced study of selected brain-behavior relations. Topic for 1992-93: Psychopharmacology. Prerequisite: 211a and permission of the instructor.

4 credits

*Beth Powell*

M 7:30-9:30 p.m.

**D. Developmental Psychology****Director of the Child Study Committee:**

Peter Pufall.

**233a Child Development**

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 credits

*Peter Pufall*

M W F 1:10-2:30 p.m.

**EDC 238b Educational Psychology****241b Psychology of Adolescence**

Exploring adolescents' developing identity and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and social changes of this phase.

4 credits

*Brenda Allen*

T Th 9-10:20 a.m.

**243b Adult Development**

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence, and psychological adjustment to the myths and realities of age.

4 credits

*Diedrick Snook*

M W F 10-10:50 a.m.

**333b Seminar in Child Development**

Topic for 1992-93: To be announced. Prerequisite: 233b or permission of the instructor.

4 credits

*Peter Pufall*

T 1-2:50 p.m.

**335b Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial percep-

tion and representation, sex differences, and sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter Pufall*

T Th 9-10:20 a.m.

### **340b Seminar in Gender and the Life Course**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity, and intimacy and sexuality? Permission of the instructor is required.

4 credits

*Diedrick Snoek*

Th 1-2:50 p.m.

## **E. Clinical Psychology**

### **252b Abnormal Psychology**

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 credits

*Randy Frost*

M W F 9-9:50 a.m.

### **[253b Child Clinical Psychology]**

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252.

To be offered in 1993-94.

4 credits

### **254a Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252.

4 credits

*Annabel Prins*

T Th 10:30-11:50 a.m.

### **352b Seminar in Advanced Clinical Psychology**

Topic for 1992-93: To be announced. Prerequisite: 252.

4 credits

*Annabel Prins*

W 7:30-9:30 p.m.

### **354a Seminar in Advanced Abnormal Psychology**

Topic for 1992-93: Hormones and Behavior. Prerequisites: 211a and permission of the instructor.

4 credits

*Lisa Raskin*

W 7:30-9:30 p.m.

### **358b Experimental Investigation in Clinical Psychology**

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders, and depression. Prerequisite: 112a or b and 252.

4 credits

*Randy Frost*

T Th 1-2:50 p.m.

## **F. Social and Personality Psychology**

### **270b Social Psychology**

The study of social behavior considered from a psychological point of view. Topics include social cognition, interpersonal behavior, and intergroup behavior.

4 credits

*Fletcher Blanchard*

T Th 10:30-11:50 a.m.

### **271a Psychology of Personality**

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

4 credits

*Philip Peake*

M W F 10-10:50 a.m.

**278b Behavior in Organizations**

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270 or permission of the instructor.

4 credits

*Frances Volkmann*

T Th 3-4:50 p.m.

**370a Seminar in Social Psychology**

Topic for 1992-93: Social Psychology of Racism. Consideration of the causes and consequences of prejudice and discrimination. Prerequisite: 270, 271; 112a or b and 113a or b are strongly recommended.

4 credits

*Fletcher Blanchard*

T 3-4:50 p.m.

**371b Seminar in Personality**

Topic for 1992-93: The Perception of Personality. A consideration of the processes that underlie the perception of personality in individuals. Specific attention will be devoted to an analysis of self-perception and the impact of self upon behavior. Relevant research from cognitive, social, personality, and clinical psychology will be discussed. Admission by permission of the instructor. Prerequisite: 270 or 271.

4 credits

*Philip Peake*

Th 1-2:50 p.m.

**372a Experimental Study of Social Behavior**

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112a or b and either 270 or 271. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

T Th 1-2:50 p.m.

**373b Personality Assessment and Research**

An introduction to techniques in personality measurement and experimentation. The use of personality scales, behavioral observation, and interviews in the design of personality

research. Prerequisites: 112a or b and either 270 or 271 or permission of the instructor.

4 credits

*Philip Peake*

T Th 10:30-11:50 a.m.

**404a Special Studies**

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

4 credits

**404b Special Studies**

4 credits

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B-F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A-F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.



Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## The Minor

**Advisers:** Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory course or a seminar.

## Honors

**Director:** Donald Reutener.

Basis: 111a or b, 112a or b, 113a or b, and one other semester course.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

# Public Policy

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## Director

Donald Baumer, Professor of Government

## Advisers

Randall Bartlett, Professor of Economics  
 Susan Bourque, Professor of Government  
 John Burk, Professor of Biological Sciences  
 H. Allen Curran, Professor of Geology  
 Deborah Haas-Wilson, Associate Professor of Economics

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The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

### [GOV 207a Politics of Public Policy]

Students interested in completing the minor should enroll in GOV 207a. To be offered in 1993-94.

4 credits

*Donald Baumer (Government)*

### BIO 208a Women's Medical Issues

4 credits

*Margaret Olivo (Biology), Leslie Jaffe (Health Services)*

T Th 9-10:20 a.m.

### 220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical

tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools.

4 credits

*Randall Bartlett (Economics)*

M W F 11 a.m.-12:10 p.m.

### ECO 224b Environmental Economics

4 credits

*Mark Aldrich (Economics)*

T Th 9-10:20 a.m.

### [250a Race and Public Policy in the United States]

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education, and affirmative action in employment. Recommended background: PPL 220a or a course in American government. To be offered in 1993-94.

4 credits

*Randall Bartlett (Economics)*

### [254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be

covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers, and policies of the Reagan administration. Lectures and discussions will be augmented with films and field trips. To be offered in 1993-94.

4 credits

*Philip Reid (Biology), Donald Baumer (Government)*

### **ECO 290a Economics of Defense**

4 credits

*Thomas Riddell (Economics)*

M W F 1:10-2:10 p.m.

### **303b Public Policy for Marine and Coastal Resources**

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors.

4 credits

*Allen Curran (Geology), John Burk (Biology)*

T Th 10:30-11:50 a.m.

### **[304a Seminar in American Government: Science, Technology, and Public Policy]**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management, and environmental cancer. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with GOV 305b. To be offered in 1993-94.

4 credits

*Stanley Rothman (Government), Stylianos Scordilis (Biological Sciences)*

### **[GOV 324a Seminar in Comparative Government]**

Topic: Gender, Technology and Development in Latin America. To be offered in 1993-94.

4 credits

*Susan Bourque (Government)*

### **353b U.S. Immigration and Refugee Policy**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance, and legal aid.

4 credits

*Peter Rose*

T 3-4:50 p.m.

### **390b Senior Public Policy Workshop**

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor.

4 credits

*Deborah Haas-Wilson*

T 1-2:50 p.m.

### **404a Special Studies**

By permission of the director.

4 credits

### **404b Special Studies**

4 credits

## **The Minor**

**Director:** Donald Baumer (Government).

**Advisers:** Randall Bartlett (Economics); John Burk, (Biological Sciences); H. Allen Curran (Geology); Susan Bourque (Government); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

PPL 220a or [GOV 207a];

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.



# Religion and Biblical Literature

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## Professors

Bruce Theodore Dahlberg, M.Div., Ph.D.,  
*Chair*

Taitetsu Unno, Ph.D.

Robert M. Haddad, Ph.D. (History and Religion and Biblical Literature)

Thomas Sieger Derr, Jr., M.Div., Ph.D.

D. Dennis Hudson, Ph.D.

Karl Paul Donfried, Dr.Theol.

Quentin Quesnell, S.S.D.

## Associate Professor

\*Carol G. Zaleski, Ph.D.

## Assistant Professors

Lois C. Dubin, Ph.D.

Ahmad Salim Dallal, Ph.D. (at Smith College under the Five College Program)

## Yehan Numata Lecturer in Buddhist Studies

James B. Hubbard, Ph.D.

## Lecturers

Charles B. Ketcham, M.Div., Ph.D.

<sup>2</sup>Elizabeth E. Carr, Ph.D.

<sup>2</sup>Margaret Cormack, Ph.D.

<sup>2</sup>Hubert Flesher, M.Div.

<sup>2</sup>Philip Zaleski, B.A.

## Research Associate

Benjamin Braude, Ph.D.

Language courses in Hebrew, Greek, Arabic, etc. are listed on p. 307-308.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

## 100-Level Courses

### 101a Religion as a Human Experience

Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology, and literature. Readings from such writers as Albert Camus, C.G. Jung, Franz Kafka, C.S. Lewis, Elie Wiesel, Shunryu Suzuki, Paul Tillich, and William James. Occasional films.

4 credits

*Taitetsu Unno, Director*

*Members of the Department*

Lec. T 9-10:20 a.m.; dis. Th 9-10:20 a.m.

### 105a Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hinduism, Islam, Judaism. The distinctive approach of each tradition to nature, society, the self, and the Ultimate. The spirit of each tradition as revealed in one of its classical texts. Occasional films.

4 credits

*Carol Zaleski, Director*

*Members of the Department*

Lec. M W 10-10:50 a.m.; dis. F 10-10:50 a.m.; film viewing Th 4-4:50 p.m.

### 105b Introduction to World Religions

A repetition of 105a.

4 credits

*James Hubbard, Director*

*Members of the Department*

Lec. M W 10-10:50 a.m.; dis. F 10-10:50 a.m.; film viewing Th 4-4:50 p.m.

### 110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students.

4 credits

#### A. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation.

*Taitetsu Unno*

M W 2:40-4 p.m.

#### [B. Death in the West]

Examines the changing face of death in Western culture. Readings and topics include: the Epic of Gilgamesh, Plato's depiction of the last days of Socrates, biblical perspectives on death, medieval visions of the other world, "art of dying" literature, John Donne's meditations on illness and death, Victorian consolation literature, Tolstoy's *The Death of Ivan Ilyich*, contemporary responses to mass death, the hospice movement, medical and philosophical definitions of death, and recent accounts of "near death experience." To be offered in 1993-94.

#### C. Christian Spirituality

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration of turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, John Tauler, Julian of Norwich, Teresa of Avila, John of the Cross, George Fox, Pierre Teilhard de Chardin, Simone Weil, and Thomas Merton.

*Elizabeth Carr*

T Th 10:30-11:50 a.m.

#### D. Jesus, Politics, and Society

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Karl Donfried*

Th 7:30-9:30 p.m.

#### E. Politics of Enlightenment

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Buddhism and Marxism, social protest, messianic movements, and sacred kingship.

*James Hubbard*

M W 2:40-4 p.m.

#### F. Issues in Contemporary Judaism

The interplay of old and new, tradition and modernity, in contemporary Jewish thought and practice. Analysis of the search for enhanced religious meaning and experience among various groups such as women, countercultural Jews, the mainstream denominations, the newly Orthodox, and Zionist fundamentalists. Special emphasis on the dynamics and tensions of neo-traditionalism: e.g., the conflict between self-expression and submission to authority, and the paradox of revival as invention.

*Lois Dubin*

M W 1:10-2:30 p.m.

#### G. The Cult of Saints from Antiquity to the Reformation

The origin of the cult of saints and practices associated with it, the role of the saints and their cults within a given society, and the nature of sanctity and how it is expressed. When sources permit, the saints' own views of themselves and their relationship to God will be examined and compared with the views of those who wrote about them at different times. A number of saints' lives will be read in their entirety.

*Margaret Cormack*

M W F 10-10:50 a.m.

## 200-Level Courses

No prerequisites unless specified.

#### 210a Introduction to the Bible I

The Hebrew Scriptures "Old Testament." The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 credits

*Bruce Dahlberg*

M W F 9-9:50 a.m.

**220b Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community.

4 credits

*Karl Donfried*

M W F 1:10-2:30 p.m.

**JUD 224b Introduction to Rabbinic Texts**

Topic for 1992-93: Women in Rabbinic Literature.

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

**225a Christian Origins: Archaeological and Social-Historical Perspectives**

The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the Book of Acts. Illustrated lectures. Recommended background: 220.

4 credits

*Karl Donfried*

M W F 2:40-4 p.m.

**225c Early Christian and Related Archaeological Sites: Study Tour**

A joint Smith/Mount Holyoke on-site humanities study tour of such ancient cities as Thessalonica, Philippi, Athens, Corinth, Ephesus, and other cities of Western Asia Minor for the purpose of understanding the interactions of various Graeco-Roman religions with both Judaism and early Christianity. Prerequisite: 225a. Tentatively to be offered in May-June 1993. (E)

2 credits

*Karl Donfried, Robert Berkey*

**[230a Western Christian Thought and Practice (30-1100)]**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as

Augustine's *Confessions*, major theologians, and the beginnings of medieval Christianity. Occasional films. To be offered in 1993-94.

4 credits

*Karl Donfried*

**231a Eastern Christian Thought and Practice**

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins to the modern era, with special emphasis on their interaction with one another, with Islam, and with the churches and secular ideologies of the West.

4 credits

*Robert Haddad*

M W F 11 a.m.-12:10 p.m.

**232b Western Christian Thought and Practice 1200-1900**

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century, and into the Enlightenment. Theological, philosophical, mystical, devotional, and literary texts supplemented by art and music.

4 credits

*Charles B. Ketcham*

T Th 1-2:15 p.m.

**233b The Conversion of Europe to Christianity**

The process of conversion of the European peoples. For each society studied, the motivations for conversion and the extent to which Christianity and traditional ways of life and thought modified each other will be considered. Narrative accounts of these conversions will be critically examined. (E).

4 credits

*Margaret Cormack*

T Th 10:30-11:50 a.m.

**[235b Jewish Philosophers and Mystics in the Middle Ages]**

An introduction to a variety of philosophical approaches to Jewish life in the Middle Ages and to mystical practices and doctrine. Selected source readings in English. To be offered in 1993-94.

4 credits



**236a Jewish Thought in the Modern Period**

Conceptions of Judaism and Jewish life from 1500 to the present. Themes include rationalism, mysticism, spirituality, Jewish law, messianism, the meaning of Jewish peoplehood. Consideration of thinkers such as Spinoza, Mendelssohn, and Rosenzweig, and movements such as Lurianic Kabbalah, Hasidism, and Reform.

4 credits

*Lois Dubin*

M W 2:40-4 p.m.

**237b Religion in America**

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the 17th century to the present.

4 credits

*Bruce Dahlberg*

M W 1:10-2:30 p.m.

**240a Contemporary Christian Thought**

Environmental concerns; the new science; the religions of the world: impact of these on Christian self-understanding today. The "new story." Theologies of liberation. Feminist reconstruction. The earth in theological perspective. Religion in politics. 2000 and beyond.

4 credits

*Quentin Quesnell*

M W F 10-10:50 a.m.

**[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of the imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima, and Flannery O'Connor. To be offered in 1993-94.

4 credits

**246a Colloquium: Religious Themes in Contemporary Film**

A study of eleven films of the Swedish film director Ingmar Bergman. Because Bergman writes as well as directs his own films, the course will examine not only the films themselves but also Bergman's own spiritual journey as evidenced in his films. Two texts will

be used: Martin Buber's *I and Thou* and the instructor's own *The Influence of Existentialism on Ingmar Bergman*. Each film must be viewed twice: Monday evening and Tuesday afternoon. To be offered once only. (E)

4 credits

*Charles Ketcham*

M 7:30-9:30 p.m.; T Th 3-4:50 p.m.

**250a Social Ethics I**

Religious and other bases for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations.

4 credits

*Thomas Derr*

M W F 9-9:50 a.m.

**250b Social Ethics II**

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty.

4 credits

*Thomas Derr*

M W F 9-9:50 a.m.

**[260b Psychology of Religion]**

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Erikson, Gilligan, and others. To be offered in 1993-94.

4 credits

**263a Philosophy of Religion**

An invitation to critical reflection on questions of religious belief, experience, and meaning. Provides an entry into historic discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Kant, James, Kierkegaard, Otto, and others who have made religion the subject of philosophical inquiry.

4 credits

*Carol Zaleski*

M W F 1:10-2:30 p.m.

**[269b Phenomenology and Existentialism]**

A historical introduction to phenomenology and existentialism focusing on the quest for authentic existence, the intentionality of human experience, the problem of freedom, and other characteristic concerns of these two interrelated movements. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Jaspers, and others. To be offered in 1993-94.

4 credits

**270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

4 credits

*Dennis Hudson*

M W F 11 a.m.-12:10 p.m.

**270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present**

An introduction to the religious thought of Sankara, Ramanuja, and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others.

4 credits

*Dennis Hudson*

M W F 11 a.m.-12:10 p.m.

**271a Buddhist Thought**

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious, philosophical, and ethical teachings of Buddhism in India, China, and Japan.

4 credits

*Taitetsu Unno*

T Th 10:30-11:50 a.m.

**272b Colloquium in East Asian Religions**

Topic for 1992-93: Japanese Buddhism. The development of Buddhism in Japan in relation to Japanese history and culture. Attention will be given to the role of Buddhist doctrine, ritual, and institution and its relation

to the state, from its earliest inception to the present day, and to the diffusion of Buddhist values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) Prerequisite: 270, 271, EAS 249, or permission of the instructor.

4 credits

*James Hubbard*

T Th 3-4:50 p.m.

**[274b Japanese Buddhism and Buddhist Art]**

In covering the major historical developments of Japanese Buddhism and its related arts, specific translations of Buddhist texts, writings by eminent Japanese Buddhists; and the analysis of the architecture, sculpture, and paintings of the Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land, and Zen sects will be studied. Emphasis is on the interrelationships between the religion and art. To be offered in 1993-94.

4 credits

**275a Islam**

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 credits

*Ahmad Salim Dallal*

T Th 9-10:20 a.m.

**276b Native American Religion**

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle rituals; pilgrimage; myth, symbol, and oral tradition; women's roles; healing practices; new religious movements; parallels with other world religions; and the contemporary situation. (E)

4 credits

*Philip Zaleski*

T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.

**300-Level Courses**

Prerequisites as specified.

**311b Seminar: Issues in Biblical Interpretation**

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in

classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in the liberation theologies and other movements. Prerequisite: either 210, 220, or permission of the instructor.

4 credits

*Bruce Dablborg*

Th 1-2:50 p.m.

### **[312b Archaeology in Biblical Studies]**

Archaeology as a research tool of the historian and biblical scholar. Methods of excavation, evaluation and dating of artifacts. Illustrated lectures, discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion. Prerequisite: either 210, 220, ARC 211, or permission of the instructor. To be offered in 1993-94.

4 credits

### **[320b Seminar: New Testament]**

The theology of Paul: an examination of the apostle's ideas and beliefs in light of his life and travels as narrated in his letters, the Acts of the Apostles and other Apocryphal documents. Prerequisite: 220 or permission of the instructor. To be offered in 1993-94.

4 credits

### **333a Seminar: Theological Tendencies in Early Christianity**

Topic for 1992-93: Jesus and Early Christianity. A critical examination of various contemporary perceptions of the historical Jesus as a political rebel, an ancient magician, a maverick Pharisee, a Jewish prophet, or as a Hellenistic wisdom teacher. Prerequisite: Either 220, 225, 230, CLS 232 or permission of the instructor.

4 credits

*Karl Donfried*

W 7:30-9:30 p.m.

### **334b Colloquium: Jewish-Christian Relations**

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation, and encounter.

4 credits

*Howard Adelman (Jewish Studies), Dennis Hudson*

M W F 1:10-2:30 p.m.

### **[335a Seminar: Problems in the History of Judaism]**

Prerequisite: at least one Religion course on Judaism or Christianity; or one course in Jewish Studies, Philosophy, or European history; or permission of the instructor. To be offered in 1993-94.

4 credits

### **[340a Seminar: Topics in Christian Thought and Practice]**

Topic: The Earth in Theological Perspective. Ecology in contemporary religious thought. Theories of the maternal earth, the emergent goddess, the cosmic Christ. The new human image. Spiritualization of matter and incarnation of spirit. Human interrelatedness and the eco-system. Readings in Pierre Teilhard de Chardin; Sallie McFague, Thomas Berry. To be offered in 1993-94.

4 credits

### **353a Seminar: Medical Ethics**

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues.

4 credits

*Thomas Derr*

Sec. A: M 7:30-9:30 p.m.; Sec. B: T 3-4:50 p.m.

### **354b Seminar: Business Ethics**

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers.

4 credits

*Thomas Derr*

M 7:30-9:30 p.m.

### **360a Seminar: Problems in Philosophy of Religion**

Topic for 1992-93: The Phenomenology of Meditation. Examination of the philosophical and religious significance of meditation, with emphasis on techniques that train the atten-



tion. Readings from philosophers and psychologists on the phenomenon of attention, and selected Hindu, Buddhist, and Christian classic works on spiritual discipline. Implications for contemporary philosophy of religion and for interreligious understanding.

4 credits

*Carol Zaleski*

T 1-2:50 p.m.

### **370a Seminar: South Asian Religious Literature in Translation**

The values, world views, and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries, and legal and ethical codes.

Prerequisites: 105a, and one of the following courses: 270a, 270b, 271a, or the equivalent.

4 credits

*Dennis Hudson*

M 7:30-9:30 p.m.

### **371b Seminar: Problems in Buddhist Philosophy**

Topic for 1992-93: Buddhist and Western Philosophies in the Thought of Nishida.

Prerequisite: 270a or 271a or permission of the instructor.

4 credits

*Taitetsu Unno*

T Th 3-4:50 p.m.

### **[375b Modern Islamic Thought]**

Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. Recommended background: either HST 207, 208, REL 105, 275 or the equivalent. To be offered in 1993-94.

4 credits

### **[390b Seminar: Religious Language]**

An examination of the current debate about God-language as used in the Bible and Western religious tradition. Attention will be given to selected biblical texts, philosophical discussions of the cognitive status of religious language, recent theoretical interpretations of the mythic and symbolic dimensions of religious discourse, as well as contemporary

feminist critiques. Prerequisite: one of the following courses: 210, 220, 260, 263, 269, or permission of the instructors. To be offered in 1993-94. (E)

4 credits

### **404a Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

8 credits

## **Language Courses**

Credit is not granted for the first semester only of an introductory language course.

### **100d Biblical Hebrew**

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b.

8 credits

*Lois Dubin*

M W F 11 a.m.-12:10 p.m.

### **[ARA 100d Elementary Arabic]**

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech.

Daily written assignments and recitations; frequent quizzes and exams; computer program will be available for use. To be offered in 1993-94.

8 credits

### **ARA 283a Intermediate Arabic I**

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E)

4 credits

*Abmad Salim Dallal*

T Th 1-2:50 p.m.

**ARA 284b Intermediate Arabic II**

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E)

4 credits

*Ahmad Salim Dallal*

T Th 1-2:50 p.m.

**[285a Hebrew Religious Texts]**

Readings with introduction and discussion of such Hebrew texts as selected Dead Sea Scrolls and the Mishnah. Prerequisite: 100d or permission of the instructor. Alternates with 100d. To be offered in 1993-94.

4 credits

**[285b Hebrew Religious Texts]**

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 100d or permission of the instructor. Alternates with 100d. To be offered in 1993-94.

4 credits

*Lois Dubin*

**[287a Greek Religious Texts]**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. To be offered in 1993-94.

4 credits

**[382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin]**

Prerequisite: one of the following (or the equivalent): GRK 110d, LAT 100d, or REL 100d. Admission by permission of the instructor. To be offered in 1993-94.

4 credits

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the Classics Department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

## The Major

**Advisers:** Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, James Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

**Adviser for Off-Campus Study:** Thomas Derr.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: 240, 250, [260], 263
  - c. non-monotheistic traditions: 270, 271
  - d. monotheistic traditions: [230], 231, 232, [235], 236, 275
3. Every major must take at least one seminar in the department.
4. Courses counting toward the major may not be taken S/U.

## The Minor

**Advisers:** Members of the Department.

Requirements: five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: 101, 240, 250, [260], 263
  - c. non-monotheistic traditions: 270, 271
  - d. monotheistic traditions: [230], 231, 232, [235], 236, 275

3. Courses counting toward the minor may not be taken S/U.

## Honors

**Director:** Thomas Derr.

### **430d Thesis**

8 credits

### **431a Thesis**

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

## Graduate

**Adviser:** Bruce Dahlberg.

### **580a Advanced Studies**

4 credits

### **580b Advanced Studies**

4 credits

### **590a Research and Thesis**

4 or 8 credits

### **590b Research and Thesis**

4 or 8 credits

### **590d Research and Thesis**

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must

demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.



# Russian Language and Literature

## Professor

<sup>‡</sup>Maria Némcová Banerjee, Ph.D.

## Lecturer

Catherine Woronzoff-Dashkoff, A.B.

## Associate Professors

Igor Zelljadt, M.A., *Chair*

<sup>†</sup>Alexander Woronzoff-Dashkoff, Ph.D.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Russian

Four class hours and laboratory.

8 credits

*Catherine Woronzoff-Dashkoff*

M W F 1:10-2:30 p.m.

### 110d Intensive Russian

Seven class hours and laboratory.

12 credits

*Igor Zelljadt*

M W F 11 a.m.-12:10 p.m., T Th 10:30-11:50 a.m.

### 220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent.

8 credits

*Catherine Woronzoff-Dashkoff (first semester)*

*Alexander Woronzoff-Dashkoff (second semester)*

M W F 11 a.m.-12:10 p.m.

### 331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:40-4 p.m.

### 332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:40-4 p.m.

### 338a Studies in Language and Literature

Advanced study of a major Russian literary text, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 331b or permission of the instructor.

4 credits

*Igor Zelljadt*

Th 7:30-9:30 p.m.

### 338b Studies in Language and Literature

Advanced study of selected literary texts, and the viewing of films, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.

4 credits

*Igor Zelljadt*

Th 7:30-9:30 p.m.

## B. Literature

### [126a Readings in 19th-Century Russian Literature]

To be offered in 1993-94.

4 credits

### 126b Readings in Twentieth-Century Russian Literature

Topic for 1992-93: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation.  
4 credits

*Alexander Woronzoff-Dashkoff*

M W F 9-9:50 a.m.

### 235a Dostoevsky

In translation.

4 credits

*Maria Banerjee*

M W F 9-9:50 a.m.

### 235b Tolstoy

In translation.

4 credits

*Alexander Woronzoff-Dashkoff*

M W F 10-10:50 a.m.

### [236b Russian Drama]

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. In translation.

4 credits

### [237a The Heroine in Russian Literature from *The Primary Chronicle* to *Turgenev's On the Eve*]

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. To be offered in 1993-94.  
4 credits

### [239a Major Russian Writers]

To be offered in 1993-94.

4 credits

### [333a Literature of the 20th Century]

Topic: 20th-Century Russian Lyric Poetry. Study of works by Marina Tsvetaeva, Boris Pasternak, Yunna Moric, and others. In Russian. Prerequisites: 331a and b, or the equivalent, or permission of the instructor.

4 credits

### [334b Literature of the 20th Century]

A continuation of 333a. Prerequisite: 333a or the equivalent, or permission of the instructor.

4 credits

### 340a Seminar: Russian Thought

Topic for 1992-93: The Question of Russian Identity: Slavophiles and Westernizers. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor.

4 credits

*Maria Banerjee*

W 7:30-9:30 p.m.

### 404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.

8 credits

## The Majors

**Adviser for Study Abroad:** Alexander Woronzoff-Dashkoff.

### Russian Literature

**Advisers:** Members of the Department.

Basis: 220d, [126a] or 126b.

Six required courses: 331a and 332b; HST 239a and [HST 240b]; two of the following: 235a, 235b, [236b], [237a], [239a].

Strongly recommended: [333a], [334b], 338a, 338b.

One required seminar: 340a or [342b] or [346b].

## Russian Civilization

**Advisers:** Members of the Department.

Basis: 220d, HST 239a and [HST 240b].

Five required courses: 331a and 332b; two of the following: [126a], 126b, 235a, 235b, [236b], [237a], [239a], one of the following: GOV 222a, ECO 209a.

Strongly recommended: [333a], [334b], 338a, 338b.

One required seminar: [GOV 325a] or 340a or [343b] or [346b].

## Honors

**Director:** Maria Banerjee.

### 431a Thesis

8 credits

## Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

## Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.



# Sociology

## Professors

Peter Isaac Rose, Ph.D.  
Myron Peretz Glazer, Ph.D.  
\*Arthur Shattuck Parsons, M.C.P., Ph.D.

## Associate Professors

\*Patricia Y. Miller, Ph.D., *Chair, first semester*  
Richard Fantasia, Ph.D., *Acting Chair, second semester*

## Lecturers

Nancy Whittier, Ph.D.  
Gretchen Stiers, M.A.  
<sup>2</sup>Rhonda Singer, B.A.  
Ali Mirsepassi (Assistant Professor of  
Sociology at Hampshire College under the  
Five College Program)

## Research Associate

Kathleen Weigand

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

## 101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture, and social interaction. Topics include community, class, ethnicity, family, sex roles, and deviance. Colloquium format meeting.

*Patricia Miller, Director*

4 credits

First semester:

Section A: M W 1:10-2:30 p.m., *Richard Fantasia*;

Section B: M W 2:40-4 p.m., *Richard Fantasia*;

Section C: T Th 9-10:20 a.m., *To be announced*;

Section D: T Th 10:30-11:50 a.m., *To be announced*;

Section E: T Th 10:30-11:50 a.m., *Patricia Miller*;

Section F: T Th 1-2:50 p.m., *Myron Glazer*.

## 101b Introduction to Sociology

A repetition of 101a.

*Myron Glazer, Director*

4 credits

Section A: M W 1:10-2:30 p.m., *Nancy Whittier*;

Section B: M W 2:40-4 p.m., *Nancy Whittier*;

Section C: T Th 9-10:20 a.m., *Myron Glazer*;

Section D: To be arranged, *To be announced*.

## 201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence.

4 credits

*Nancy Whittier*

T Th 3-4:50 p.m., additional hours to be arranged

## 202b Methods of Social Research

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Prerequisite: 201.

4 credits

*Nancy Whittier*

T Th 1-2:50 p.m.

**203b Qualitative Methods**

Individual field research projects. Collection and analysis of life-history, intensive interviewing, and participant observation material. Emphasis also on ethical, political, and personal challenges of research. Prerequisite: 201.

4 credits

*Myron Glazer*

W 1:10-4 p.m.

**210a Deviant Behavior**

An exploration of theories of deviance, research studies, and literature aimed at understanding mental illness, drug abuse, rape, white collar crime, governmental deviance, homosexuality, and rebellion.

4 credits

*Patricia Miller*

M W 2:40-4 p.m.

**211b Ethical Issues in Social Organizations**

An analysis of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile, and other industries.

4 credits

*Myron Glazer*

T Th 1-2:50 p.m.

**212b Class and Society**

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in systems of social stratification.

4 credits

*Richard Fantasia*

M W 1:10-2:30 p.m.

**213b Ethnic Minorities in America**

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures.

4 credits

*Peter Rose*

M W F 11 a.m.-12:10 p.m.

**[216b Social Work and Public Policy]**

An examination of social work and other helping professions. Reciprocal roles, expecta-

tations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings. Enrollment limited to 20 juniors and seniors. To be offered in 1993-94.

4 credits

**218a Urban Sociology**

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships; urban poverty and homelessness; and strategies for urban revitalization.

4 credits

*Richard Fantasia*

T Th 10:30-11:50 a.m.

**219b Medical Sociology**

An examination of the social contexts of health, illness, and medical care. Topics include social, environmental, and occupational factors in health and disease; the health professions; doctor-patient relationships; structure and processes of health care organizations; health care and social change. Special attention to the position of women and minorities.

4 credits

*To be announced*

T Th 9-10:20 a.m.

**224a Family and Society**

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the roles of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family.

4 credits

*Arthur Parsons*

M W 11 a.m.-12:10 p.m.

**229a Sex and Gender in American Society**

An examination of the ways in which the social system creates, maintains, and reproduces gender dichotomies with specific attention to the significance of gender in a number of institutional contexts, including the economy, the law, and the family.

4 credits

*Nancy Whittier*

T Th 9-10:20 a.m.

**[AMS 230b The Asian American Experience]****233b Religion, Culture, and Social Change in the Middle East**

A sociological analysis of cultural accommodation to social change in the Middle East. Topics include: theories about the historical origins, social context, and cultural meanings of the current Islamic movement; ideology and secularism; traditions and modernity; the rise of Islamic movements and politics; future, social, cultural and political trends in Middle Eastern societies; prospects for democratization and development in the region.

4 credits

*Ali Mirsepassi*

T Th 10:30-11:50 a.m.

**250a Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and Freud, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores.

4 credits

*Arthur Parsons*

M W 1:10-2:30 p.m.

**310a Seminar: The Sociology of Courageous Behavior**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous response. Case studies include women's involvement in the anti-Apartheid struggle in South Africa, military oppression in Chile, resistance during the European Holocaust, the battle over admitting students with AIDS into the public schools. Admission by permission of the instructor.

4 credits

*Myron Glazer*

W 1:10-4 p.m.

**311a Seminar: Contemporary Sociological Theory**

Theories of contemporary society and social change with special consideration of the works of A. Hochschild, P. Rieff, C. Lasch, D. Bell, R. Collins, R. Sennett, A. Swidler, and D. Riesman. Prerequisite: 250a. Admission by permission of the instructor.

4 credits

*Arthur Parsons*

T 1-2:50 p.m.

**313a Seminar: America's People**

Analysis of the history, politics, demography, and ethnography of particular ethnic groups. Generational changes. Intergroup relations. Admission by permission of the instructor. Topic for 1992-93: Generations of Jews.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.

**316b Seminar: Protest, Rebellion, and Collective Action**

Examination of historical and contemporary expressions of protest, rebellion, and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests, and collective actions in the civil rights struggle. Admission by permission of the instructor.

4 credits

*Richard Fantasia*

T 3-4:50 p.m.

**PPL 353b Seminar: U.S. Immigration and Refugee Policy**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid.

4 credits

*Peter Rose*

T 3-4:50 p.m.

**General Courses****404a Special Studies**

By permission of the department, for junior and senior majors.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits



## The Major in Sociology

**Advisers:** Richard Fantasia, Myron Glazer, Patricia Miller, Arthur Parsons, Peter Rose, Nancy Whittier.

**Adviser for Study Abroad:** Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 316. Majors are strongly urged to take 201 and 250 in their sophomore or junior year.

## The Major in Sociology and Anthropology

**Advisers:** Arturo Escobar, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Patricia Miller, Arthur Parsons, Peter Rose, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Sociology

**Advisers:** Richard Fantasia, Myron Glazer, Patricia Miller, Arthur Parsons, Peter Rose, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

## Honors

**Director:** Arthur Parsons.

Basis: same as for the major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and SOC 311 during the senior year;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

## Graduate

### 580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

### 580b Special Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

4 or 8 credits

# Spanish and Portuguese

## Professors

Erna Berndt Kelley, Ph.D.  
 Alice Rodrigues Clemente, Ph.D. (Spanish  
 and Portuguese and Comparative  
 Literature)

## Associate Professors

Charles Cutler, Ph.D.  
 Walter Glannon, Ph.D., *Chair*  
 Nancy Saporta Sternbach, Ph.D.

## Assistant Professor

Marina Kaplan, Ph.D. (Spanish and  
 Portuguese and Latin American Studies)

## Instructor

Angeles J. Placer, M.A.

## Lecturer

Nicomedes Suárez Araúz, Ph.D.

## Assistant

Reyes Lázaro, M.A.

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

## Portuguese Language

Credit is not granted for the first semester only of the year-long language course.

### **POR 100d Elementary Portuguese**

A one-year nonintensive elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde.

8 credits

Charles Cutler

M W F 9-9:50 a.m.

### **[POR 120a Intermediate Portuguese]**

Intensive oral and written work using various kinds of texts (not exclusively literary), films,

and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite: 100d or permission of the instructor. To be offered in 1993-94.

4 credits

### **[POR 210a Literature and Culture in the Portuguese-Speaking World: Modern Brazilian Poetry]**

A study of the main trends and figures in Brazilian poetry of the 20th century. Consideration will be given to the place of poetry in the debate concerning Brazilian national identity from the Modernist movement of the 1920s to the Quilombhoje (African-Brazilian cultural revival) and the Amazonian survival movements of today. Also to be explored are the ties between poetry and other art forms: painting, the graphic arts, the Cinema Novo, and popular music, particularly Bossa Nova and the Tropicália song. To be offered in 1993-94.

4 credits

### **POR 220b Literary Currents in the Portuguese-Speaking World**

A study of major literary figures on the modern period from Brazil, Portugal, and

Lusophone Africa. Conducted in Portuguese.  
Prerequisite: POR 100d or its equivalent.

4 credits

*Charles Cutler*

M W F 10-10:50 a.m.

## Spanish Language

Credit is not granted for the first semester only of year-long language courses.

### SPN 100d Elementary Spanish

8 credits

Sec. A: *Erna Berndt Kelley* (first semester),  
*Angeles Placer* (second semester), M W F 9-  
9:50 a.m., Th 8-8:50 a.m.

Sec. B: *Nicomedes Suárez Araújo* (first semester),  
*Alice Rodrigues Clemente* (second semester),  
M W F 10-10:50 a.m., Th 4-4:50 p.m.

Sec. C: *Charles Cutler*, M W F 11 a.m.-12:10  
p.m.

Sec. D: *Nancy Saporta Sternbach*, M W F  
1:10-2:30 p.m.

### SPN 110d Intensive Spanish

12 credits

*Walter Glannon*

Six class hours as follows: M W F 9-9:50 a.m.,  
Th 8-8:50 a.m.; T Th 9-10:20 a.m.

### SPN 120d Intermediate Spanish

Review of grammar and reading of modern  
prose. Prerequisite: two entrance units or 100d.

8 credits

Sec. A: *Angeles Placer*, M W F 11 a.m.-12:10  
p.m.

Sec. B: *Angeles Placer*, M W F 1:10-2:30 p.m.

Sec. C: *To be announced* (first semester),  
*Nicomedes Suárez Araújo* (second semester),  
M W F 2:40-4 p.m.

### SPN 150a Grammar, Composition, and Reading

Review of Spanish grammar with emphasis on  
specific problem areas in structure and syntax.  
Readings include Spanish and Latin American  
short stories and plays.

1 credits

*Erna Berndt Kelley*

M W F 11 a.m.-12:10 p.m.

### SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural  
topics and problems related to the Spanish-

speaking world. Prerequisite: four entrance  
units or 110d, 120d, or 150a.

4 credits

Sec. A: *Nancy Saporta Sternbach*, M W F 9-  
9:50 a.m.

Sec. B: *To be announced*, M W F 11 a.m.-  
12:10 p.m.

### SPN 222b Advanced Composition

A course intended to develop writing skills  
with emphasis on the practice of various  
types of writing: formal letter writing; de-  
scription, narration, and analysis of events;  
analysis of literary texts; research paper  
writing. It includes a general grammar re-  
view as an integral part of the process of  
composition. Prerequisite: sufficient profi-  
ciency in Spanish.

4 credits

Sec. A: *To be announced*, M W F 11 a.m.-  
12:10 p.m.

Sec. B: *Nicomedes Suárez Araújo*, T Th 9-  
10:20 a.m.

## Spanish Literature

### SPN 250a Literary Currents in Spain I

An introduction to literary movements and  
genres from the Middle Ages to the present.  
Prerequisite: four entrance units or 110d,  
120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1:10-2:30 p.m.

### SPN 251b Literary Currents in Spain II

Literary movements and genres from the  
Middle Ages to the present. Prerequisite: four  
entrance units or 110d, 120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1:10-2:30 p.m.

## Latin American Literature

### SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American  
literature as expression of the cultural devel-  
opment of the continent within the frame-  
work of its political and economic depen-  
dence, from the colonial period until the  
present time. Prerequisite: four entrance  
units or 110d, 120d, or 150a.



4 credits  
*Marina Kaplan*  
M W F 2:40–4 p.m.

**SLL 261b Survey of Latin American Literature II**

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Prerequisite: four entrance units or 110d, 120d, or 150a.  
4 credits  
*Marina Kaplan*  
M W F 2:40–4 p.m.

**[SLL 265b Topics in Latin American Literature]**  
4 credits

**CLT 268b Latina and Latin American Women Writers**  
This course will explore the evolution of women's writings in Spanish America and the resonances they may have for U.S. Latina writers. Special attention will be given to the relationship between the two groups: obstacles, tradition, innovation, language (bilingualism), potential readership, cultural and sexual identity, solidarity with one another. Writers will include Sor Juana Ines de la Cruz, Isabel Allende, Maria Luisa Bombal, Cherrie Moraga, Aurora Levins Morales, and Rosario Morales. Reading knowledge of Spanish is useful but is not required.  
4 credits  
*Nancy Saporta Sternbach*  
M W F 11 a.m.–12:10 p.m.

**Upper Division Courses in Spanish Literature**

The prerequisites for the following Spanish courses are 250a or 251b, or permission of the instructor.

**The Formative Period**

**[CLT 322b Words and Music in Medieval Lyric]**

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal *canço* and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish or Portuguese, while helpful, is not required. Offered in alternate years.  
4 credits

**[SPN 330a The Epic Tradition: Poems, Chronicles, and Ballads]**

A study of the continuity of Spanish epic themes from the Cantares de gesta to the Romancero.  
4 credits

**SPN 331a The Structure of the Spanish Middle Ages in Literature**

The legacy of the Moorish, Jewish, and Christian traditions.  
4 credits  
*Erna Berndt Kelley*  
To be arranged

**[SPN 332a *El Libro de buen amor* and *La Celestina*]**

Study of medieval and pre-Renaissance themes.  
4 credits

**The Imperial Period**

**[SPN 340a Cervantes: The Birth of the Modern Novel]**

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic background of Cervantes' literary creation.  
4 credits

**[SPN 344b Ideological Framework of the Imperial Age]**

An analysis of the main currents of thought in 16th-century Spain, and their influence on life and literature against the background of the Spanish Inquisition.  
4 credits

**[SPN 345b Renaissance and Baroque Prose]**

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels, and works by Lope de Vega, Quevedo, Maria Zayas, and Vélez de Guevara.

4 credits

**[SPN 347b Golden Age Drama]**

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón. The theatre in relation to literary, social, and religious thought.

4 credits

**CLT 359a Sonnets and Sonnet Cycles**

The Petrarchan legacy: a study of how sonnets and sonnet cycles work out of and against the Petrarchan model. Renaissance poets of France, England, and the Iberian Peninsula, as well as more modern writers like Wordsworth and Baudelaire.

4 credits

*Alice Rodrigues Clemente*

T Th 1-2:50 p.m.

**The Modern Period****[SPN 360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism]**

A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.

4 credits

**[SPN 362b Galdós]**

A study of the conflict between the individual and society in late 19th-century Spain through the novels of Benito Pérez Galdós. Readings include: *La Desheredada*, *El amigo Manso*, *Fortunata y Jacinta*.

4 credits

**[SPN 363a Contemporary Women Novelists of Spain]**

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the

growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, and Montero.

4 credits

**SPN 364b Tradition and Dissent: The Generation of '98**

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán, and Azorín.

4 credits

*Walter Glannon*

M W F 10-10:50 a.m.

**[SPN 365a Spanish Post-War Novel]**

Examination and discussion of the psychological, political, and sociological aftermath of the Spanish Civil War through the characters and narrative styles of such novelists as Camilo José Cela, Juan Goytisolo, Luis Martín-Santos, and Juan Benet.

4 credits

**[SPN 366b The Heritage of Modernism: 20th-Century Spanish Poetry]**

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime.

4 credits

**Upper Division Courses in Latin American Literature**

A study of Latin American literature through one of four focuses: genre, region, themes, or literary movements. In all four, emphasis will be placed on such issues as changing political, social, and regional contexts; race, gender, and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

**IAS 301a Seminar: Topics in Latin American Studies**

Topic for 1992-93: History in Literary Texts. How does fiction portray historical events—the War of Independence, for example—or historical subjects—Indians in a society controlled by whites? Is a sixteenth-century chronicle or a twentieth-century testimony history or literature? Permission of the instructor is required.

4 credits

*Marina Kaplan*

T 1-2:50 p.m.

**[SLL 370b Literary Genres in Spanish America]**

4 credits

**[SLL 371a Latin American Literature Within a Regional Context]**

4 credits

**SLL 372a Themes in Latin American Literature**

Topic for 1992-93: Testimonial Literature. Analysis of texts which chronicle both official and unofficial versions of recent Latin American history and discussion of the protagonists who shape testimonial discourse. Questions of voice, the gendered perspective of the narrator, privilege, urgency vs. aesthetics, autobiography, the "intermediary" position, and ownership of the text will be examined in light of their importance in determining the significance of the genre to contemporary Latin American letters. Readings include Rigoberta Menchu, Domitila Barrios, Elena Poniatowska, Miguel Barnet, Jacobo Timerman, mothers of the disappeared, and political exiles.

4 credits

*Nancy Saporta Sternbach*

M W F 11 a.m.-12:10 p.m.

**SLL 373b Literary Movements in Spanish America**

Topic for 1992-93: Fantastic Literature. Through strange adventures and magic quests, fantastic stories confront self and other, history and the individual, the ordinary and the extraordinary. Works by Borges, Cortázar, Fuentes, and others.

4 credits

*Marina Kaplan*

M W 1:10-2:30 p.m.

**SPP 404a Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

4 credits

**SPP 404b Special Studies in Peninsular and Latin American Literatures**

4 credits

**SPP 424a Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 credits

**SPP 424b Special Studies in Language Teaching**

4 credits

## The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

**Adviser for the Spanish Major:** Charles Cutler.

**Adviser for the Latin American Literature Major:** Nancy Saporta Sternbach.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

The courses that are the basis for the majors are normally to be taken at Smith College.

## Spanish

Basis: SPN 250a and SPN 251b.

Requirements: seven semester courses, in addition to the basis, above the 100 level.



Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College. Students are urged to take at least one course in Latin American Literature.

### Latin American Literature

Basis: SLL 260a and SLL 261b.

Requirements: three courses from the following: SLL [370], [371], 372, 373, 404; one course related to Brazil; and three additional courses in the department, such as SPN 220, [SLL 265], CLT 268, [AAS 239], and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

### Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as anthropology, economics, government, and history.

### Luso-Brazilian Studies

Basis: HST 260a and [263a].

Requirements: two of the following: POR 220, [SLL 265], [AAS 239]; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minors

**Advisers:** Same as listed for the majors.

### Spanish Literature

Requirements: five courses in Spanish literature. These must include SPN 250a and 251b, and two courses at the 300 level.

### Latin American Literature

Requirements: five courses in Latin American literature. These must include SLL 260a and 261b, and two courses at the 300 level.

### Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

### Luso-Brazilian Studies

Requirements: six courses dealing with the Portuguese-speaking world to be selected from anthropology, art, dance, economics, government, history, or literature. These must include HST 260 and 261 and two courses selected from the following: POR 220, [SLL 265], [AAS 239], and one 300-level course.

## Honors

**Director for Spanish Literature:** Walter Glannon.

**Director for Latin American Literature:** Nancy Saporta Sternbach.

### 431a Thesis

8 credits

### Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

# Theatre

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## Professor

Leonard Berkman, D.F.A.

## Associate Professors

\*John D. Hellweg, Ph.D.

†Catherine H. Smith, M.F.A.

Deborah G. Lubar, M.F.A., *Chair*

## Assistant Professors

\*Andrea Hairston, M.A.

Ellen Kaplan, M.F.A.

Don Mangone, M.A.

Susan Clark, Ph.D.

## Lecturers

Michael Dempsey, M.F.A.

Celeste Rega, M.F.A.

### 100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting, and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation, and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15.

4 credits

*Don Mangone*

T Th 9-10:20 a.m., T 3-4:30 p.m. at the option of the instructor

### [100b The Art of Theatre Design]

A repetition of 100a. To be offered in 1993-94.

4 credits

### [110a Dynamics of Drama]

A lecture/laboratory for both theatre and nontheatre students that explores the components of theatre from script to performance. Readings will include, along with a variety of plays, some historical works and diaries of women. To be offered in 1993-94.

4 credits

### 198a Theatre and Society: Prehistory to Aphra Behn

Sex, religion, and politics in the theatre: a cross-cultural survey of theatre as an expression of the values of its audience, from the birth of theatre in ritual, to religious theatre in Japan and Europe, through the Renaissance, to theatre as fashionable diversion. How nationalism, ethnicity, gender, sexuality, gods, class, and other social concepts are constructed through playwriting, performance, and presentation. Each section limited to 30.

4 credits

*Susan Clark*

Sec: A: T Th 1-2:50 p.m.; B: T Th 3-4:50 p.m.

### 199b Theatre and Society: Kabuki to Global Theatre of 1975

Sex, religion, and politics in the theatre: a cross-cultural survey of theatre as an expression of the values of its audience, from Kabuki through melodrama to realism, anti-realism, and 20th-century art movements in Europe, Africa, and Japan. How nationalism, ethnicity, gender, sexuality, gods, class, and other social concepts are constructed through playwriting, performance, and presentation.

4 credits

*Susan Clark*

T Th 1-2:50 p.m.

## A. History, Literature, Criticism

### 211a European Drama: From *Commedia* to Chekhov

Exploration of innovation and change in the European theatre from the Renaissance to the early twentieth century. Representative work from 1513 to 1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts.

4 credits

*John Hellweg*

T Th 1-2:50 p.m.

### 212a Modern European Drama

The plays, theatres, and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind, and Gorky to the widespread experimentation of the 1920s (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance required at selected performances.

4 credits

*Leonard Berkman*

T Th 9-10:20 a.m.

### 212b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, and Churchill. Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance required at selected performances.

4 credits

*Leonard Berkman*

T Th 9-10:20 a.m.

### 213b American Theatre and Drama

A survey extending from America's early struggle to develop a national voice in drama and popular entertainment to the current

proliferation of many voices under the American banner. Some playwrights who will be studied include Mowatt, Boucicault, Aiken, Glaspell, O'Neill, Williams, Miller, Shepard, Fomes, Wilson, Hwang and Fierstein. Special attention will be given to the inclusive and exclusive qualities of nationalism, including issues of gender, race, ethnicity and sexuality. Attendance will be required at selected performances.

4 credits

*Susan Clark*

T Th 9-10:20 a.m.

### [214a Black Theatre]

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers, and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. To be offered in 1993-94.

4 credits

The following advanced courses in history, literature, and criticism have limited enrollments as indicated.

### 300a Women in Theatre

A study of women playwrights from medieval times through contemporary performance artists of the 1990s. By examining structure, representation, theme and context, we will explore how women give voice to issues of sexuality, violence, family, class and race. Writers to be studied include Hroswitha, Behn, Crothers, Treadwell, Barnes, Stein, Terry, Kennedy, Churchill, Gems, Chambers, Shange, Finley, and Hughes. Attendance will be required at selected performances/discussions. Enrollment limited to 20. Permission of the instructor is required.

4 credits

*Susan Clark*

T Th 9-10:20 a.m.

### 314a Masters and Movements in Drama

Topic for 1992-93: Griselda Gambaro and Contemporary Latina/Latino Drama of the Americas. This course will explore the collective consciousness of oppression, displacement, identity-quest and the politics of imagination in the work of such disparate dramatists of South, Central, and North America as Gambaro, Vargas Llosa, Fomes, Puig, Garro, Athayde, Sanchez-Scott, Alegria,



Dorfman, Aloma, Piñera, Piñero, Carballido, Moraga, Boal, Talesnik, Rivera, Fuentes, Suassuna, Hernández, Alvarez, Gomes, Machado, Skármeta, and others. Readings will be in English or English translation. Permission of the instructor is required. Enrollment limited to 20.

4 credits

*Leonard Berkman*

T Th 10:30-11:50 a.m.

### **314b Masters and Movements in Drama**

4 credits

#### **A: From the Open Theatre to Urban Bush Women**

Writers, directors, performers, designers working in an ensemble fashion to create texts, rehearsal and performance styles and productions. Texts and theatre to be considered from—Open Theatre and Megan Terry, Jean Claude van Italie, Susan Yankowitz; Environmental Theatre. Richard Scheckner: The Market Theatre-Percy Mtwa, Barney Simon; Athol Fugard, Winston Ntshona, John Kani; Joint Stock—Caryl Churchill, Urban Bush Women (Praise House). Theoretical texts would include works by Augusto Boal, Victor Turner, Richard Sheckner, Lenona Champayne, Laurie Carlos, Ntozake Shange, Sue Ellen Case. The course would be an experimental investigation of (select) dramatic texts, rehearsal and performance techniques and dramatic theory. Participants would create and perform short theatre pieces. Permission of the instructor is required. Enrollment limited to 20.

*Andrea Hairston*

T Th 3-4:50 p.m.

#### **B: Native American Performance: Spirit and Art**

An exploration of Native American performance as expressed through dance, music, ritual and art of selected cultures in an historical perspective. Within this context we will investigate the work of contemporary Native American theatre artists and groups such as Hanay Geiogamah, Tompion Highway, American Indian Dance Theatre, Spiderwoman Theatre, and the Toksook Bay Yu'pik Theatre Group. The role of painting, costume, mask, ornamentation, and design will be considered as an integral part of the aesthetic spirit of performance. Emphasis is placed upon the continuous practice of

beliefs through performance and the relationship to the strength of expression in the Tribal and Inter-Tribal Powwow that students will witness through video and direct observation. Permission of the instructor is required. Enrollment limited to 15.

*Don Mangone*

T Th 9-10:20 a.m.

### **315b Colloquium: African and Caribbean Theatre**

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films, and critical writings, we will investigate the aesthetics, the spirit, and the context of such authors as Aimee Césaire, Derek Walcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema, and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20.

4 credits

*Andrea Hairston*

T Th 10:30-11:50 a.m.

### **[316a Contemporary Canadian Drama]**

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class, and racial, cultural, and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois, and Margaret Hollingsworth. To be offered in 1993-94.

4 credits

### **[317a Movements in Design]**

4 credits

### **317b Movements in Design**

Topic for 1992-93: Theatre and Fashion in the United States. The course will explore changes in fashion/style in the United States, their relationship to design in American theatre, and evaluate the relationship of "pop" culture and theatrical design. Since the mid-1700's, American theatre has provided

both a mirror and an outlet for the tastes and style of the general populace and the avant-garde.

4 credits

*Michael Dempsey*

T Th 1-2:50 p.m.

## B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required *will not* assure course admittance.

### 141a Acting I

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis on creativity, concentration, and depth of expression. L and P. Enrollment limited to 18. Four class hours.

4 credits

Section A: T Th 9-11:50 a.m., *John Hellweg*

Section B: T Th 9-11:50 a.m., *Ellen Kaplan*

### 141b Acting I

A repetition of 141a. Introduction to physical, vocal, and interpretative aspects of performance, with emphasis on creativity, concentration, and depth of expression. L and P. Enrollment limited to 18. Four class hours.

4 credits

Section A: T Th 1-2:50 p.m., *Ellen Kaplan*

Section B: M W 10 a.m.-12:10 p.m., *Deborah Lubar*

### [151a Stagecraft]

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. L and P. Enrollment limited to 25.

4 credits

### 151b Stagecraft

A repetition of 151a. Enrollment limited to 25. 4 credits

*Michael Dempsey*

M W 1:10-3 p.m.; lab M 3-5 p.m.

### 200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Friday, September 11, at 1:10 p.m.

1 credit

*Michael Dempsey, Director*

### 200b Theatre Production

A repetition of 200a. There will be one general meeting on Friday, January 29, 1993 at 1:10 p.m.

1 credit

*Michael Dempsey, Director*

### 242a Acting II

Concentrated performance work focusing on approaches to characterization, stressing the situational intentions of the character, the action of the dramatized situation, and the inherent stylistic demands of the text. Prerequisite: 141a or b. L and P. Enrollment limited to 18.

4 credits

*Ellen Kaplan*

T Th 1-2:50 p.m.

### 242b Acting II

Topic for 1992-93: Acting Shakespeare. Scene study for this course will revolve around the study of Shakespeare's language as it was written for actors. We will focus on one Shakespearean play, with different scene groups performing scenes from that play, as well as using selected monologues from various plays and the Royal Shakespeare Company's films on acting Shakespeare. A few *advanced* directing students may join the course. Prerequisite: 141a or b. L and P. Enrollment limited to 20.

4 credits

*Deborah Lubar*

T Th 9-11:50 a.m.

### 252a Scene Design I

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to

the theatre experience as a whole, with emphasis on the theory and creative process of design and skills for design communication. L and P. Enrollment limited to 14.  
4 credits

*Michael Dempsey*  
T Th 1-2:50 p.m.

### [252b Scene Design I]

A repetition of 252a. Enrollment limited to 14.  
4 credits

### 253a Lighting Design I

The exploration and application of elements of design (color, texture, intensity, line, composition) as they relate to lighting for theatre and dance. Production work required. L.  
4 credits

*Celeste Rega*  
M W F 11 a.m.-12:10 p.m.

### 253b Lighting Design I

A repetition of 253a.  
4 credits  
*Celeste Rega*  
M W F 11 a.m.-12:10 p.m.

### 254a Costume Design I

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Enrollment limited to 15.  
4 credits  
*Don Mangone*  
T Th 1-2:50 p.m.; lab Th 3-4:30 p.m.

### [254b Costume Design I]

A repetition of 254a. Enrollment limited to 15.  
4 credits

### 261a Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required.  
4 credits  
*Leonard Berkman*  
Th 1-3:30 p.m.

### 261b Writing for the Theatre

A repetition of 261a.  
4 credits  
Section A: *Andrea Hairston*, T Th 1-2:50 p.m.  
Section B: *Leonard Berkman*, Th 1-3:30 p.m.

### 262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. L and P.  
4 credits  
*Leonard Berkman*  
Th 1-3:30 p.m.

### 262b Writing for the Theatre

A repetition of 262a.  
4 credits  
Section A: *Andrea Hairston*, T Th 1-2:50 p.m.  
Section B: *Leonard Berkman*, Th 1-3:30 p.m.

### 342a Acting III

Topic for 1992-93: Character Development. In this approach to character study, we will work on: a) awareness of the actor's energy field and its application to acting; b) development of energetic connections between actor and self, actor and actor, actor and character, actor and audience; and c) the creation of small "dream plays" (10-minute performances) to be performed throughout the semester around campus. Prerequisite: 242a or b or equivalent. A few *advanced* design and/or directing students may join the course with permission of the instructor. L and P. Enrollment limited to 22.  
4 credits  
*Deborah Lubar*  
M W 1:10-4 p.m.

### 343b Acting III

An intensive exploration of specific approaches to improvisation (Authentic Movement, Contact Improvisation, transformational exercises and theatre games) which enhance the agility, resourcefulness and creativity of the performer. Prerequisite: 242a or b or permission of the instructor. Enrollment limited to 16.  
4 credits  
*John Hellweg*  
M W 1:10-3:40 p.m.

### 344a Directing

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting



and one design/technical course. L and P.

4 credits

*Ellen Kaplan*

M W 1:10-4 p.m.

### **344b Directing**

A repetition of 344a.

4 credits

*Ellen Kaplan*

T Th 9-11:50 a.m.

### **345a Advanced Directing**

Directorial analysis of plays through research, improvisation, close reading, staging and collaborative process. Independent projects in stagings, outreach events or video. Prerequisites: 344a or b and one design/technical course. L and P.

4 credits

*Ellen Kaplan*

M W 1:10-4 p.m.

### **345b Advanced Directing**

A repetition of 345a.

4 credits

*Ellen Kaplan*

T Th 9-11:50 a.m.

### **352a Scene Design II**

An advanced study in scene design emphasizing various approaches to research, development, communication, and implementation of the design idea. Production work required. L and P.

4 credits

*Michael Dempsey*

M W 1:10-3 p.m.

### **[352b Scene Design II]**

A repetition of 352a. To be offered in 1993-94.

4 credits

### **353a Lighting Design II**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and in realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P.

4 credits

*Celeste Rega*

T Th 1-2:50 p.m.

### **353b Lighting Design II**

A repetition of 353a.

4 credits

*Celeste Rega*

T Th 1-2:50 p.m.

### **354b Costume Design II**

The integration of the design elements of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Prerequisites: 254a or b and P.

4 credits

*Don Mangone*

T Th 1-2:50 p.m.; lab T 3-4:30 p.m.

### **400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

### **400b Special Studies**

1 to 4 credits

**Dance** (See Dance Department also.)

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Don Mangone.

Basis: 198a and 199b.

Requirements: ten semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: history, literature, criticism.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (141a or b or a studio dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography, or playwriting course (344a or b, 261a or b, or DAN 353a or b).

4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or [273]; one additional course in Dance Theory at the 300-level, and one additional four credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; [RUS 236b].

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six courses.

**Basis:** 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing, or Playwriting; and
- c. Costume, Lighting, or Scene Design.

## Honors

**Director:** Leonard Berkman.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

## Graduate

**Adviser:** Don Mangone.

By permission of the instructor and the chair of the department, the following graduate courses are open to qualified seniors:

### **512a Advanced Studies in Acting, Speech, and Movement**

4 credits

*Members of the Department*

### **512b Advanced Studies in Theatre**

4 credits

*Members of the Department*

### **513a Advanced Studies in Design**

4 credits

#### **A. Scene Design**

*To be announced*

#### **[B. Lighting Design]**

#### **C. Costume Design and Cutting**

*Don Mangone*

#### **D. Technical Production**

*To be announced*

### **513b Advanced Studies in Design**

A repetition of 513a.

4 credits

#### **B. Lighting Design**

*To be announced*

### **515a Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting**

4 credits

*Members of the Department*

### **515b Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting**

A repetition of 515a.

4 credits

*Members of the Department*

### **580a Special Studies**

4 credits

*Members of the Department*

### **580b Special Studies**

4 credits

*Members of the Department*

### **590d Research and Thesis Production Project**

8 credits

*Members of the Department*

### **590a Research and Thesis Production Project**

4 credits

*Members of the Department*

### **590b Research and Thesis Production Project**

4 credits

*Members of the Department*



# Third World Development Studies

## Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*  
"Nola Reinhardt, Associate Professor of Economics, *Co-Director*  
Ann Zulawski, Assistant Professor of History and of Latin American Studies

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American, and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East. See departmental and program listings for course prerequisites. Five College courses may be included with the consent of the minor adviser.

## Afro-American Studies

[218b History of Southern Africa (1600 to about 1980)]

## Anthropology

- 130a Introduction to Cultural Anthropology
- 130b A repetition of 130a
- [231a Africa: A Continent in Crisis]
- 232a Politics in Non-Western Societies: African Perspectives
- 236b Economic Anthropology
- 237a Native South Americans: Conquest and Development
- [241b Development Anthropology]
- 245b Women and Development
- 340b Seminar: The Politics of Development: Identity, Autonomy, and Resistance in the Third World
- 341a Seminar: Ritual, Ideology, and Power
- [342b Seminar: Anthropology of Modernity]
- [343a Seminar: Knowledge and Power: The Ethnography of Rationality]

## Economics

- 202b The Political Economy of World Geography
- 209a Comparative Economic Systems
- 211a Economic Development
- [213b The World Food System]
- 214a The Economics of the Middle East and North Africa

- [309a Seminar: Topics in Comparative Economic Systems: The Political Economy of Reform in Socialist Systems] (see GOV 325a)
- 311a Seminar: Topics in Economic Development: Poverty in History and Today
- 318b Seminar: Latin American Economics

## Government

- 223a Governments and Politics of the Middle East and North Africa
- 224a Latin American Political Systems
- 225a Government and Politics of Sub-Saharan Africa
- 228b Government and Politics of China
- 229b Government and Plural Societies
- 231b Problems in Political Development
- [248a The Arab-Israeli Dispute]
- 320b Seminar: Power and Politics in Africa
- 321a Seminar in Comparative Government: Mexican Politics from 1910-Present
- [324a Seminar in Comparative Government: Gender, Technology and Development in Latin America]
- [325a Seminar in Comparative Government: Communist Political Systems]
- 342b Seminar in International Politics: The Political Economy of North-South Relations
- 344a Seminar: South Africa in World Politics
- 345b Seminar in International Politics: The European Community and Beyond
- [346a Seminar: Conflict and Cooperation in Asia]
- 348a Seminar: International Development Policy

## History

- 208b Islamic Civilization since the 15th Century
- 210b Modern India
- 211a The Emergence of China
- 212b East Asia in Transformation, A.D. 600-1850
- 213a Aspects of Chinese and Japanese History: The Intellectual Foundations of China
- [213b Japan Since 1600]
- 214b Aspects of Chinese History: Religion in China
- [240b Tradition and Change in Russian and Soviet History, 1801-Present]
- 260a Colonial Latin America, 1492-1821
- 261b National Latin America, 1821-Present
- [307a Seminar: Problems in the History of the Islamic Middle East: The Role of Islam in the Modern Middle East]
- [317a Topics in Chinese History]
- [340a Topics in Russian History: The Role of the State in Rewriting Russian History]
- 361b Problems in the History of Spanish America and Brazil

## Interdepartmental

## Latin American Studies

- 100a Perspectives on Latin America
- 301b Topics in Latin American Studies: History in Literary Texts

# Urban Studies

## Advisers

†Martha Ackelsberg, Professor of Government  
 Randall Bartlett, Professor of Economics, *Director*  
 Richard Fantasia, Associate Professor of Sociology  
 †Helen Searing, Professor of Art

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

## Afro-American Studies

[278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970]

## Art

202b History of City Planning and Landscape Design  
 [205b Great Cities]  
 [215b Ancient Cities and Sanctuaries]  
 [257a American Architecture and Urbanism]  
 [258b Architecture of the 20th Century]

290a Colloquium: Architectural Studies: Topic for 1992-93: The Villa

## Economics

230b Urban Economics

## English

248b American Literature from 1865 to 1914

## Government

[204a Urban Politics]  
 [310b Seminar in Urban Politics]

## Sociology

213b Ethnic Minorities in America  
 218a Urban Sociology  
 313a Seminar: America's People: Topic for 1992-93: Generations of Jews



# Women's Studies

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## Members of the Women's Studies

### Program Committee for 1992-93

†Martha Ackelsberg, Professor of Government

Adrianne Andrews, Assistant Professor of  
Afro-American Studies

"Raphael Atlas, Associate Professor of Music

Leyla Ezdinli, Assistant Professor of French  
Language and Literature

Elizabeth Harries, Associate Professor of  
English Language and Literature and of  
Comparative Literature

Alice Hearst, Instructor in Government

†Helen Lefkowitz Horowitz, Professor of  
History and of American Studies

Ann Jones, Professor of Comparative  
Literature

\*Frédérique Marglin, Associate Professor of  
Anthropology

Ranu Samantrai, Assistant Professor of  
English Language and Literature

Marilyn Schuster, Professor of French  
Language and Literature and of  
Comparative Literature

Christine Shelton, Assistant Professor of  
Exercise and Sport Studies

Patricia Sipe, Associate Professor of  
Mathematics

Cynthia Smith, Associate Professor of Afro-  
American Studies

Ruth Solie, Professor of Music

Elizabeth Spelman, Professor of Philosophy  
Nancy Saporta Sternbach, Associate Professor  
of Spanish and Portuguese

Susan Van Dyne, Professor of English  
Language and Literature and of Women's  
Studies, *Chair and Director*

## Mendenhall Fellow

Kimberly Wallace Sanders

Students who are interested in women's studies as a potential major or minor are encouraged to participate in the Women's Studies Cluster offered each spring semester. The courses in the cluster and the theme that links them change each year. Majors and minors will normally participate in the cluster at least once during their four years. The courses included in the spring 1993 Cluster are CLT 223b Women's Autobiography (Ann Jones), CLT 268b Latina and Latin American Women Writers (Nancy Sternbach), and PHI 240b Philosophy and Women (Elizabeth Spelman and Carolyn Jacobs). Each course will require attendance at several Thursday evening lectures during the semester.

**Director:** The chair of the program committee will serve as the director of the major and the minor and will verify completion of the

major and the minor on recommendation of the student's adviser and the committee.

## Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences, and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity, and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

## Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, Methods in Women's Studies and WST 350, Gender, Culture, and Representation must be included among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated *component courses* in which the study of women or gender is a substantial issue or unit of study.

## Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the differences that race, class, and culture make to women's experience in one or more of her elective courses.
3. A student will participate at least once in the interdisciplinary course cluster on women's experience (offered each spring semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.

4. A student will focus her study by taking at least three courses in one of three concentrations:

- a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, psychology, public policy);
- b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion, and theatre); and
- c. *cross-cultural studies* (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history, and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

5. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

## Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

## Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis as two of the 10 semester courses in the major, in addition to fulfilling the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Women's Studies Program Committee.

**400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.

1 to 4 credits

**400b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.

1 to 4 credits

**430d Thesis**

8 credits

## The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six core courses, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class, and culture produce in women's experience. Ordinarily a student completing the minor will have participated in the spring course cluster on women's experience (see description above).

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed, and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Course designated as seminars are limited to 12 students and are open only to juniors, seniors, and graduate students, by permission of the instructor and with the approval of the department chair or program director, 15 students may enroll. Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

## Approved courses for 1992-93:

### Core Courses:

**WST 250a Methods In Women's Studies**

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social, and political choices made by women in the past and present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30.

4 credits

*Marilyn Schuster*

M W 2:40-4 p.m.

**WST 250b Methods in Women's Studies**

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least 2 courses in the Women's Studies Program. Enrollment limited to 30.

4 credits

*Susan Van Dyne*

M W F 11 a.m.-12:10 p.m.

**WST 350b Gender, Culture, and Representation**

This senior integrating seminar for the women's studies major examines how cultures structure and represent gender in a variety of arenas including art, politics, law, and popular culture. Through the critical reading of key contemporary works of feminist theory and intensive investigation of multidisciplinary case studies, we will study the variety and ambiguities of political and symbolic representation—how can one woman's experience "stand for" another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors, and may not be elected S/U.

4 credits

*Susan Van Dyne*

M W 2:40-4 p.m.



**AAS 212a Culture and Class in the Afro-American Family***Adrienne Andrews*

M W F 10-10:50 a.m.

**AAS 217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present***To be announced**To be arranged***AAS 348a Black Women Writers***Cynthia Smith*

M W F 10-10:50 a.m.

**AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman***Adrienne Andrews*

T 3-4:50 p.m.

**ANT 235b Ritual and Myth***Frédérique Marglin*

T Th 1-2:30 p.m.

**ANT 243b The Pursuit of Ecology: Gender, Knowledge, Culture***Frédérique Marglin*

M W 1:10-2:30 p.m.

**ART 292b Colloquium: Film and Art History***Barbara Kellum*

T Th 1-2:50 p.m.; screening M 7:30-9:30

p.m.

**BIO 208a Women's Medical Issues***Margaret Olivo, Leslie Jaffe*

T Th 9-10:20 a.m.

**CLT 223b Forms of Autobiography: Women's Lives in Context***Ann Jones*

T Th 10:30-11:50 a.m.

**This course is part of the spring 1993 Course Cluster and requires attendance at several Thursday evening lectures during the semester.**

**CLT 256b The Virgin in Myth and Literature: From Goddesses to the Virgin Queen***Paula Arnold*

M W F 10-10:50 a.m.

**CLT 268b Latina and Latin American Women Writers***Nancy Sternbach*

M W F 11 a.m.-12:10 p.m.

**This course is part of the spring 1993 Course Cluster and requires attendance at several Thursday evening lectures during the semester.**

**CLT 272b Women Writing: 20th-Century Fiction***Marilyn Schuster*

M W F 1:10-2:30 p.m.

**ECO 222a Women's Labor and the Economy***Mark Aldrich*

M W F 10-10:50 a.m.

**EDC 323b Seminar in Humanism and Education**

Topic for 1992-93: Women as Mothers, Women as Leaders. Permission of the instructor is required.

*Sue Freeman*

Th 1-2:50 p.m.

**ENG 120a A. Fiction****Section C: American Women Writers (Colloquium)**

Priority given to first-year students.

*Ann Boutelle*

T Th 1-2:20 p.m.

**ENG 264a American Women Poets***Susan Van Dyne*

M W F 11 a.m.-12:10 p.m.

**ENG 302a Seminar: American Literature**

Topic for fall 1992: Emily Dickinson and Elizabeth Bishop.

*Dean Flower*

Th 3-4:50 p.m.

**ENG 378a Seminar: Women and Literature**

Topic for 1992-93: Feminist Literary Theory.

*Susan Van Dyne*

T 1-2:50 p.m.

**FRN 230a Readings in Modern Literature A. New Writing**

Topic for 1992-93: Black Women Writers.

*Leyla Ezdinli*

M W F 9-9:50 a.m.

**FRN 340a French Literature of the 18th Century**

Topic for 1992-93: Representing Woman in the Novel.

*Janie Vanpée*

M W F 9-9:50 a.m.

**FRN 365b Francophone Literature**

Topic for 1992-93: French Canadian Women Writers.

*Denise Rochat*

M W F 11 a.m.-12:10 p.m.

**GOV 211b Gender and Politics**

*Susan Bourque*

T Th 9-10:20 a.m.

**GOV 304a Seminar: Law, Family and State**

*Alice Hearst*

M 7:30-9:30 p.m.

**GOV 320b Seminar in Comparative Government**

Topic for 1992-93: Power and Politics in Africa: the Female Factor.

*Walter Morris-Hale*

T 3-4:50 p.m.

**GOV 345a Seminar: Gender and Politics in Europe**

*LuAnn Troxel*

T 3-4:50 p.m.

**HST 253a History of Women in Modern European Societies**

*Anne McKernan*

M W 1:10-2:30 p.m.

**ITL 343b Modern Italian Literature**

Topic for 1992-93: Modern Italian Women Writers: Mothers and Daughters.

*Giovanna Bellesia*

T Th 10:30-11:50 a.m.

**JPN 360b Seminar: Images of Women in Japanese Literature**

*Takao Hagiwara*

T 3-4:50 p.m.

**JUD 224b Introduction to Rabbinic Texts**

Topic for 1992-93: Women in Rabbinic Literature.

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

**PHI 240b Philosophy and Women**

*Elizabeth V. Spelman, Carolyn Jacobs*

T Th 10:30-11:50 a.m.

**This course is part of the spring 1993 Course Cluster and requires attendance at several Thursday evening lectures during the semester.**

**PHI 304b Colloquium in Applied Ethics**

Topic for 1992-93: Moral Passages: Issues in Reproduction and Procreation.

*Kathryn Pyne Addelson*

T 3-4:50 p.m. and one hour to be arranged

**PSY 266b Psychology and Women**

Enrollment limited to juniors and seniors.

*Nancy Grote*

W 7:30-9:30 p.m., Th 4-4:50 p.m.

**PSY 340b Seminar on Gender and the Life Course**

*Diedrick Snoek*

Th 1-2:50 p.m.

**PSY 366b Seminar: Topics in the Psychology of Women**

Topic for 1992-93: Gender and Close Relationships.

*Nancy Grote*

To be arranged

**SOC 229a Sex and Gender in American Society**

*Nancy Whittier*

T Th 9-10:20 a.m.

**THE 300a Women in Theatre**

*Susan Clark*

T Th 9-10:20 a.m.

**Component Courses:****AAS 237b Major Black Writers: Fiction**

*Cynthia Smith*

T Th 9-10:20 a.m.

**AAS 243b Afro-American Autobiography**

*Cynthia Smith*

T Th 1-2:50 p.m.

**AAS 321a Seminar: Afro-American Folk Culture**

*Adrianne Andrews*

T 3-4:50 p.m.

**ARH 212a The Art of Rome (L)***Barbara Kellum*

T Th 1-2:20 p.m.

**ARH 291a Art Historical Methods (C)***Barbara Kellum*

Th 3-4:50 p.m.

**CLT 239b Romanticism***Elizabeth Harries*

T Th 1-2:50 p.m.

**ENG 120a Colloquia in Literature****E. Contemporary African Literature**

Priority given to first-year students.

*Ranu Samantrai*

T Th 1-2:20 p.m.

**ENG 213b Language Prejudice in the United States***John K. Bollard*

T Th 10:30-11:50 a.m.

**ENG 238a The English Novel I***Elizabeth Harries*

T Th 1-2:50 p.m.

**ENG 248b American Literature from 1865 to 1914***Richard Millington*

M W F 11 a.m.-12:10 p.m.

**ENG 250a Modern American Writing***Richard Millington*

M W F 11 a.m.-12:10 p.m.

**ENG 267a Literatures of the Americas***Ranu Samantrai*

T Th 3-4:20 p.m.

**ENG 333a Seminar: A Major British or American Writer**

Topic for 1992-93: Virginia Woolf.

*Elizabeth von Klemperer*

T 3-4:50 p.m.; optional hour Th 3-4 p.m.

**ENG 378b Seminar: Women and Literature**

Topic for 1992-93: Contemporary British Women Writers.

*Robert Hosmer*

T 1-2:50 p.m.

**GOV 261b Problems in Democratic Thought***Philip Green*

Lec. M W 1:10-2:20 p.m.; dis. F 1:10-2:20 p.m.

**HST 278b History of Women in the U.S., 1865 to the Present***Karen Manners Smith*

T Th 10:30-11:50 a.m.

**HST 350a Modern Europe**

Topic for 1992-93: History of the Family and Private Life.

*Anne McKernan*

T 3-4:50 p.m.

**PSY 243b Adult Development***Diedrick Snoek*

M W F 10-10:50 a.m.

**PSY 278b Behavior in Organizations***Frances Volkmann*

T Th 3-4:50 p.m.

**REL 110b C: Christian Spirituality (Colloquium)***Elizabeth Carr*

T Th 10:30-11:50 a.m.

**THE 198b Theatre and Society: Pre-history to Aphra Behn***Susan Clark*

Sec: A: T Th 1-2:50 p.m.; B: T Th 3-4:50 p.m.

**THE 199b Theatre and Society: Kabuki to Global Theatre of 1975***Susan Clark*

T Th 1-2:50 p.m.

**THE 212a Modern European Drama***Leonard Berkman*

T Th 9-10:20 a.m.

**THE 212b Modern European Drama***Leonard Berkman*

T Th 9-10:20 a.m.

**THE 314a Masters and Movements in Drama**

Topic for 1992-93: Griselda Gambaro and Contemporary Latina/Latino Drama of the Americas.

*Leonard Berkman*

T Th 10:30-11:50 a.m.



## Interdepartmental and Extradepartmental Course Offerings

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### ACC 223a Principles of Accounting

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order.

4 credits

*To be announced*

T Th 3-4:20 p.m.

### EDP 100b Colloquium: Understanding Social Issues

This colloquium will select a current social issue to be explored from many different perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 20. Preference given to first-year students. (E)

4 credits

*Randall Bartlett (Economics)*

T Th 10:30-11:50 a.m.

### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles, and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Shakespeare's *Antony and Cleopatra* and *The Tempest*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Austen's *Persuasion*; Tolstoy's *War and Peace*.

8 credits

*Ann Jones (Comparative Literature), Director (first semester);*

*Elizabeth Harries (English Language and Literature and Comparative Literature),*

*Director (second semester);*

Lec. W 2:40-4 p.m.; sections as below:

#### First semester:

M W F 9-9:50 a.m., *Jefferson Hunter (English Language and Literature)*

M W F 10-10:50 a.m., *Maria Banerjee (Russian Language and Literature)*

M W 11 a.m.-12:10 p.m., *Robert Hosmer (English Language and Literature)*

M W F 1:10-2:30 p.m., *David Ball (French Language and Literature and Comparative Literature)*

T Th 10:30-11:50 a.m., *Nancy Shumate (Classical Languages and Literatures)*

T Th 1-2:50 p.m., *Ann Jones (Comparative Literature)*

#### Second semester:

M W F 9-9:50 a.m., *Richard Millington (English Language and Literature)*

M W F 10-10:50 a.m., *Margaret Shook (English Language and Literature)*

M W 11 a.m.-12:10 p.m., *Robert Hosmer (English Language and Literature)*

M W F 1:10-2:30 p.m., *Elizabeth Harries (English Language and Literature and Comparative Literature)*

T Th 10:30-11:50 a.m., *Nancy Shumate (Classical Languages and Literatures)*

T Th 1-2:50 p.m., *Lawrence Joseph (French Language and Literature)*

### [PPY 209b Philosophy and History of Psychology]

An examination of the philosophical roots of issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. To be offered in 1993-94.

4 credits

### PPY 221b Language

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain.

4 credits

*Jill de Villiers*

M W F 8-8:50 a.m.

## Five College Course Offerings by Five College Faculty

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**Norman Cowie**, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program)

### First Semester:

Amherst: **English 89**

#### **Studies in the Moving Image**

An introductory theory and production course in film and video. We will explore the historical, theoretical, and critical contexts that inform independent film and video production today, and produce individual and collaborative projects in video and/or film. We will pay particular attention to the contributions of contemporary criticism and look at the field of the moving sound/image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Readings, screenings, discussions, and workshops. Permission of the instructor required.

UMass: **Communication 397Z**

#### **Studies in the Moving Image**

Same description as Amherst/English 89.

### Second Semester:

Mount Holyoke: **Number TBA**

#### **Studies in the Moving Image**

Same description as Amherst/English 89.

Smith: **Film Studies 291b**

#### **Experimental Narrative**

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political, or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of “counter-narrative” projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions, and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in photography, film, video, and television. Students will be expected to work on individual and collabora-

tive media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) Subject to the approval of the Committee on Academic Policy.  
W 1-4 p.m.; screening time T 4-6 p.m.

**Ahmad Salim Dallal**, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program)

### First Semester:

[Smith: **Religion ARA 100d**  
**Elementary Arabic**]

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; computer program will be available for use. Credit is not granted for the first semester only of an introductory language course.  
8 credits

[Amherst: **Asian I**

#### **First Year Arabic I**]

Same description as Smith ARA 100d.

Smith: **Religion 275a**  
**Islam**

Sources and development: the *Prophet*, the *Qur'an*, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 credits

T Th 9-10:20 a.m.

Smith: **Religion ARA 283a**  
**Intermediate Arabic I**

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor.

4 credits

T Th 1-2:50 p.m.

## Second Semester:

[Smith: **Religion ARA 100d  
Elementary Arabic**]

Same description as above.

Smith: **Religion ARA 284b  
Intermediate Arabic II**

Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor.

4 credits

T Th 1-2:50 p.m.

[Amherst: **Asian 2  
First Year Arabic II**]

A continuation of First Year Arabic I.

Hampshire: **Social Science  
Modern Islamic Thought**

Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. Recommended background: either HST 207, 208, REL 105, 275 or the equivalent.

4 credits

To be arranged

**Yvonne Daniel**, Associate Professor of Dance (at Smith College Under the Five College Program)

## First Semester:

Smith: **Dance 143a**

**Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students

develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings.

2 credits

M 7-10 p.m. at Smith

Mount Holyoke: **Dance 143f  
Comparative Caribbean Dance I**

Same description as Smith: Dance 143a.

To be arranged

[UMass: **Dance 272a  
History of Dance**]

Smith: **Dance 272a  
Dance and Culture**

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis, and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance.

T Th 3-5 p.m. at Smith

## Second Semester:

Smith: **Dance 143b**

**Comparative Caribbean Dance I**

Afro-Haitian Dance.

2 credits

To be arranged

[Smith: **Dance 145b  
Cuban Dance Traditions**]

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming, and dancing. Prerequisite: permission of the instructor.

2 credits

Smith: **Dance 375b  
Anthropological Basis of Dance**

This course is a study of the history and development of dance from ritual to perfor-



mance. It is designed to investigate dance as a cultural expression with a variety of forms and functions. Through lectures, readings, and films, an overview of the literature of dance and dance anthropology is revealed. The importance of myth, religion, ritual, and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions, and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance, as well as dance research methods, through dancing. Prerequisite: 272.

4 credits

To be arranged

**Smith: Dance 553b  
Choreography and Music**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

M W 2:30-4 p.m.

**Mohammed Mossa Jiyad**, Five College Senior Lecturer in Arabic (at Mount Holyoke College)

**First Semester:**

Mount Holyoke: **Asian 130f**

**Elementary Arabic I**

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. Textbook: *Ahlan wa Sahlan*, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad.

To be arranged

UMass: **Arabic 226**

**Elementary Arabic II**

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented

settings. Development of simple reading, comprehension, and writing skills. Prerequisite: Arabic 130 or the equivalent, or permission of the instructor. Textbook: *Al-Kitaab al-Asaasy*, by Said Badawi, The Arab League Press. Computer software: AraForm Game, The Tower Game and The Sinbad Game, by Mohammed Jiyad.

To be arranged

[UMass: **Arabic 326**

**Intensive Intermediate Arabic]**

Covers conversational and argumentative speaking skills using a wider vocabulary and more complex grammatical elements. Students will read authentic reading materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies and other exercises. Prerequisites: Arabic 126 and 146, Arabic 226 and 246, or permission of the instructor. Texts: Selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes, and radio broadcasts. Computer software: Race Game, Maze Game, and Wheels Game, by Mohammed Jiyad.

[Hampshire: **FL 105**

**Elementary Arabic I]**

Same as Mount Holyoke Asian 130f.

[Mount Holyoke: **Asian 230f**

**Elementary Arabic II]**

Same description as UMass 226.

UMass: **Arabic 440**

**Advanced Arabic**

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Reading material will include longer prose passages of several paragraphs, and writing assignments will cover social correspondence, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions. Texts: Selection of authentic materials including passages on various topics, newspaper articles, short stories, short plays, songs, video tapes, and radio broadcasts.

To be arranged

## Second Semester:

Mount Holyoke: **Asian 131s**

### **Elementary Arabic I**

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Textbook: *Ablan wa Sablan*, Part II, by Mehdi Alish, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and the Horse Game, by Mohammed Jiyad. Prerequisite: 130 or permission of the instructor.

To be arranged

UMass: **Arabic 246**

### **Elementary Arabic II**

Continuation of Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisite: Arabic Asian 230 or the equivalent, or permission of the instructor. To be arranged

[Hampshire: **Foreign Language 106**

### **Elementary Arabic II]**

Continuation of 105.

[Mount Holyoke: **Asian 231s**

### **Elementary Arabic II]**

Continuation of Asian 230f.

UMass: **Asian 450**

### **Advanced Arabic**

Students will build oral skills such as supporting opinions, explaining in detail, and hypothesizing. Focus on the aesthetic properties of language and its literary styles will permit comprehension of a wider variety of texts, including literary. Students will practice writing about a variety of topics in significant detail. Texts: Selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes, and radio broadcast tapes.

To be arranged

**Michael T. Klare**, Associate Professor of Peace and World Security Studies (at Hampshire College Under the Five College Program)

## First Semester:

[Hampshire: **Social Science 174 War, Revolution, and Peace]**

An introduction to the causes and dynamics of armed conflict in the modern world, and an assessment of both traditional and innovative approaches to the prevention and control of conflict. Will begin with an introduction to the theoretical literature on the causes of war and rebellion, and proceed to a discussion of the nature and dynamics of modern warfare—including nuclear war, full-scale conventional conflict, and revolutionary warfare. Will conclude with an examination of several routes to international peacemaking, including arms control and disarmament, U.N. peacekeeping operations, mediation and conflict resolution, and citizen activism. Students will also study a particular contemporary conflict as part of their term project. Intended for first- and second-year students with an interest in peace and world security studies. Co-taught with Allen Krass.

UMass: **Political Science 397C International Security Policy**

A survey of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; the world security consequences of population growth, environmental decline, and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peace-making and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

To be arranged



**Amherst: Political Science 64****Seminar on Problems in International Security**

An intensive investigation of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trades; ethnic and religious strife; and the world security consequences of population growth, environmental decline, and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to follow developments in a particular country or area and to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the 1990s, and the most promising solutions that have been devised to resolve it.

**Ahmet Kuyas**, Assistant Professor of History  
(at Mount Holyoke Under the Five College Program)

**First Semester:****Mount Holyoke: History 111f****The Modern Middle East**

A survey of the modern Middle East, including the Muslims of Russia, from the beginning of the 19th century to the present. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies, and present-day problems related to those responses

4 credits

M W 11 a.m.-12:15 p.m.

[Smith: **History 209a****The Middle East and World War I]**

(Lecture) A detailed investigation of the most

significant event in the formation of the modern Middle East. Focus on: regional tensions on the eve of war; developments during the war; and the reshaping of the Middle East after the war. Special reference to imperialist designs and the claims of various regional nationalisms. (E)

4 credits

**UMass: History 497H****History of Modern Turkey**

The course will cover the period from the Young Turk Revolution of 1908 to the establishment of multi-party democracy. In addition to the study of intellectual movements, emphasis will be placed on the most significant aspects of the Kemalist Revolution: the development of secularism, the building of a national economy, and the attempt at creating a new national identity.

M W 2:30-3:45 p.m.

**Second Semester:****Amherst: History 74****The Middle East and World War I**

A detailed study of the most significant event in the shaping of the modern Middle East, the course will focus on: (1) the local tensions on the eve of the War, (2) the developments during the hostilities, and (3) the reshaping of the Middle East, with special reference to imperialist designs and the claims of various nationalisms in the region. Two class meetings per week.

**Smith: History 208b****The Rise and Decline of the Ottoman Empire**

The course will be a survey of 600 years of South-East European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to Islamic and Byzantine traditions and will focus on the development of various Ottoman institutions which constituted the pillars of a world power.

M W 2:40-4 p.m.

**[Hampshire: Social Science 251  
Nationalism in the Middle East]**

Starting from the late nineteenth century this course will examine the rise of nationalist ideology in the Middle East including the Turkic speaking peoples of the Russian empire. Special attention will be paid to the relationship between social political develop-



ment and the rise of nationalism to the problems created by the advent of the new ideology, and to its role in the still-persistent conflict between secularism and fundamentalism.

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**Anthony Lake**, Professor in International Relations (at Mount Holyoke College Under the Five College Program)

### First Semester:

Smith: **Government 251a**  
**The Vietnam War**

Same as Mount Holyoke International Relations 300. See second semester.

4 credits

T Th 10:30-11:50 a.m.

[Amherst: **Political Science 30f**  
**The Vietnam War**]

Same as Mount Holyoke International Relations 300.

Mount Holyoke: **International Relations 273f**

### Case Studies in American Foreign Policy

An examination of decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, nuclear proliferation, trade negotiating, and the Persian Gulf war. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

### Second Semester:

Mount Holyoke: **International Relations 300**

### The Vietnam War

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

UMass: **Political Science 255**

### Case Studies in American Foreign Policy

Same as Mount Holyoke International Relations 273f.

4 credits

[Hampshire: **Social Science 310**  
**Third World Revolutions**]

An examination of the purposes, causes, and results of revolutions in the Third World.

After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined. Enrollment limited.

[Hampshire: **Social Science 293**  
**The Vietnam War**]

Same as Mount Holyoke International Relations 300.

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**Shlomo Lederman**, Assistant Professor of Hebrew (at the University under the Five College Program)

### First Semester:

Amherst: **Hebrew 1**

### Elementary Modern Hebrew

A one-year elementary course in spoken and written Israeli Hebrew. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of authentic Hebrew texts.

Credit is not granted for the first semester only of an introductory language course. (E) 8 credits

M W F 9-9:50 a.m.

[UMass: **Hebrew 201**

### Intermediate Modern Hebrew I]

Continues study of modern Hebrew; increases proficiency in conversation, reading and writing skills. Adapted short stories, audiovisual aids. Written and oral exercises, language lab attendance. Prerequisite: Hebrew 101, 102, or permission of the instructor.

UMass: **Hebrew 301**

### Advanced Modern Hebrew I

To improve third-year students' grammar, vocabulary, and fluency through graded readings to advanced level of reading, listening, oral, and written proficiency. A struc-

tured approach to literature. Prerequisite: Hebrew 240 or equivalent, or consent of the instructor.

## Second Semester:

### Amherst: **Hebrew 2** **Elementary Modern Hebrew**

Same description as above.

[UMass: **Hebrew 202**

### **Intermediate Modern Hebrew II**

Continuation of Hebrew 201. Further work in Hebrew conversation, grammar, reading and writing. Adapted short stories, videotapes. Class presentation, written and oral exercises, language lab attendance. Prerequisite: Hebrew 201 or permission of the instructor.

UMass: **Hebrew 302**

### **Advanced Modern Hebrew II**

For third year students. Grammar, vocabulary, and fluency through graded readings to advanced level of reading, listening, oral, and written proficiency. A structured approach to literature. Prerequisite: Hebrew 301 or equivalent, or consent of the instructor.

**Elizabeth H.D. Mazzocco**, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts Under the Five College Program)

## First Semester:

UMass: **Italian 324**

### **A Survey of Italian Literature**

Beginning with the poetry of *scuola siciliana* and that of *dolce stil nuovo*, we will study Italian literature from the Petrarch. Boccaccio, Poliziano, Ariosto, Machiavelli, Michelangelo, Gaspar Stampa, Goldoni, Alfieri, Foscolo, Leopardi, Verga, Pirandello, Moravia, Buzzati, Sciascia, Ginsberg and Dario Fo. Literary selections will be drawn from poetry, short stories, plays and novels. All works will be studied in their political social/historical context and students will follow the changing trends and movements in the history of Italian literature. In general, students should have completed Italian 110, 120, 230, 240 or equivalent. All readings written/oral work will be in Italian.

## Second Semester:

[UMass: **Italian 524**

### **Literature of the High Renaissance]**

The course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. Selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations, and write a solid research paper on a topic chosen by the student and approved by the instructor

UMass: **Italian 569**

### **19th and 20th Century Italian Theatre**

This course is open to advanced majors or graduate students. In addition to reading the works of a variety of 19th and 20th century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunzio, Verga, Pirandello, De Fillippo, Fo, and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in Italian: students will present oral reports and write critiques and a final research paper in addition to a final.

**Louis Michel**, Distinguished Visiting Professor of Mathematical Sciences (at Smith College under the Five College Program)

## First Semester:

Mount Holyoke: **Mathematics 339s**

### **Symmetry and the Theory of Groups**

An unusual course which will be of most interest to mathematics and physics majors, although we think that other science majors will enjoy it. Instead of concentrating on the minimum of group theory usually presented for physicists (i.e., unitary representations), it will attempt to give a view of the field broad enough so that a potential physicist or scientist can learn for himself or herself whatever is needed for new physical applications. Unlike the standard mathematics course on group theory, we will never stray far from the key notion that groups are the appropriate language in which to talk about symmetry. All mathematical concepts will be discussed in the context of physical applications. We begin with the rudiments of group



theory and group actions (with many examples) together with a discussion of the role of symmetry in physics. We illustrate the concepts by studying reflection groups. We then turn to linear representations of finite and compact groups, and a discussion of bosons and fermions. This will be followed with a discussion of the Lie theory of symmetry in differential equations and a look at the representation theory of Lie algebras and groups. This will allow us to study spontaneous symmetry breaking. Here again, we review the connections with different domains in physics and engineering. If time permits, we will study homotopy groups and the topological classification of symmetry defects; the cohomology of groups and group extensions, and the fundamental concepts of crystallography. Prerequisites: Calculus III, Linear Algebra. Co-taught with Donal O'Shea.

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**Ali Mirsepassi**, Assistant Professor of Sociology (at Hampshire College under the Five College Program)

### First Semester:

Mount Holyoke: **Anthropology 237f**  
**Societies and Cultures of the Middle East**

The primary purpose of the course is to facilitate cross-cultural communication and understanding by introducing students to various facets of the modern Middle East: geography, culture (language, religion, literature, and art), political systems, and economic development.

4 credits

To be arranged

[UMass: **Near Eastern Studies 391B**  
**Critical Perspectives on the Modern Middle East**]

Promotes critical thinking about the Middle East by analyzing how stereotypes hinder understanding of "other" cultures and societies. Critical survey of the Middle East's image in the West as reflected in academic disciplines, media, and popular culture. Entails perspectives of religious and secular intellectuals, including women intellectuals, from the area.

To be arranged

Hampshire: **Social Science 213**  
**Theories of Social Change and Middle Eastern Societies**

Three broad themes will define this social theory course. First, we will consider classical and more recent works in social theory with an emphasis on their analysis of non-Western societies. (Hegel on the philosophy of history; Max on the Asiatic mode of production; Weber on the sociology of religion and the Islamic city; Durkheim's "Elementary Forms of Religious Life"; Habermas's theory of communicative action.) In this section, we will consider critiques of "Orientalism" (e.g., Said) and "Eurocentrism" (e.g., Amin). Next, we will examine the different ways social change is culturally accommodated in the Middle Eastern societies, looking specifically at debated around Islam and the position of women. Key texts for the second and third parts of the course will include the following: Geertz, *Islam Observed*, Tibi, *Islam and the Cultural Accommodation of Social Change*; Sharabi, *Neopatriarchy*; and Memissi, *Beyond the Veil*. Taught with Margaret Cerullo.

### Second Semester:

Smith: **Sociology 233b**  
**Religion, Culture, and Social Change in the Middle East**

A sociological analysis of cultural accommodation to social change in the Middle East. Topics include: theories about the historical origins, social context, and cultural meanings of the current Islamic movement; ideology and secularism; traditions and modernity; the rise of Islamic movements and politics; future, social, cultural and political trends in Middle Eastern societies; prospects for democratization and development in the region.

4 credits

T Th 10:30-11:50 a.m.

[Hampshire: **Social Science 234**  
**Sociology of Islam**]

Critical survey of sociological theories of religion and their relevance to understanding of Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Frankfurt School, Parsons, Berger, Geertz, Luhmann, Habermas) sociological theories will be considered. The relationship between Islam and capitalism,



the link between modern class formation and secular ideologies, and the evolution of civil society in the Middle East will be examined.

**UMass: Sociology 331**

**Religion and Revolution in Iran**

This course will examine the Iranian revolution of 1978-79 as a case study in sociology of revolutionary change in the Third World. We will survey the social, political, and cultural setting of Iranian society from the late nineteenth century to the present. Particular emphasis will be placed on five areas: 1) the social and cultural aspects of social change in modern Iran. 2) The historical roots and cultural context of religious experiences and modes of religious expressions in the Shi'i Islam. 3) The relationship between state, civil society, and the Shi'i ulama in modern Islam. 4) The origin, interpretations, and consequences of the Iranian revolution. 5) The impact of the Iranian revolution on Islamic societies, The Third World countries, and in the West.

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**J. Michael Rhodes**, Professor of Geochemistry (at the University of Massachusetts Under the Five College Program)

**First Semester:**

**UMass: Geology 591G**

**Analytical Geochemistry**

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis, and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error, and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited. To be arranged

**[UMass: Geology 591M**

**Geochemistry of Magmatic Processes]**

Geochemical aspects of the formation and evolution of the earth's mantle and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of meteorites, planetary accretion, geochronol-

ogy, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 3 credits

**Second Semester:**

**UMass: Geology 512**

**X-ray Fluorescence Analysis**

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited. 2 credits

W 2:30-3:45 p.m.

**UMass: Geology 591V**

**Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Petrology recommended. Enrollment limited.

To be arranged

Institutional location of class will be varied depending on enrollment.

## Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

1. One course providing an introductory historical perspective that surveys the African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education, and the fine arts and humanities.

A complete list of the Five College courses for each of the four requirements is available from the advisers listed below and from the Five College Center.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese, or Arabic);
2. No more than two courses in any one department may be counted toward the certificate.

3. With the approval of the student's African Studies adviser, two relevant courses taken at schools other than the five colleges may be counted toward the certificate;
4. Students must receive a grade of B or better in every course;
5. Students are encouraged to complete their program with a special studies that will integrate and focus their course work;
6. Students are also encouraged to take advantage of academic programs that offer residence for a semester or more in Africa.

For further details, consult one of the campus representatives:

**Amherst College:** Reinhard Sander, Department of Black Studies.

**Hampshire College:** Tsenay Serequeberhan.

**Mount Holyoke College:** Samba Gadjigo, Department of French.

**Smith College:** Elizabeth Hopkins, Department of Anthropology.

**University of Massachusetts:** Ralph Faulkingham, Department of Anthropology; and J.V.O. Richards, Department of Afro-American Studies.

## Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary American foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

**Amherst College:** William Taubman, Political Science.

**Hampshire College:** Benjamin Wisner, Social Science.

**Mount Holyoke College:** Vincent Ferraro, Politics; Anthony Lake, International Relations.

**Smith College:** Steven Goldstein, Government; Elizabeth Doherty, Government.

**University of Massachusetts:** Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.



## Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance their understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. An interdisciplinary seminar taught by two or more faculty members representing two or more of the five colleges.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

# The Athletic Program

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Linda C. Hackett, Ph.D., *Director of Athletics*

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer

Kim Bierwert, B.A., Coach of Swimming and Diving

Theresa Collins, M.S., Coach of Skiing

Christine Davis, M.S., Coach of Tennis

Suzanne Payne, M.Ed., Coach of Riding

Carla Coffey, M.A., Coach of Cross Country and Track and Field

Bonnie May, M.S., Coach of Softball and Volleyball

Kathy Moeller, B.A., Coach of Crew

Erin Kinsella, B.A., Coach of Squash

Judy Strong, B.S., Coach of Field Hockey and Lacrosse

## Staff

Mary E. O'Carroll, M.S., Athletic Trainer

Carolyn Jimenez, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural, and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 198. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

## A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1992-93, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Crew.** Season: September-November, January-May. Practice hours: M T W Th F 4-6 p.m. or as schedules permit, Kathy Moeller.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Carla Coffey.

**Field Hockey.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., Judy Strong.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., Judy Strong.

**Riding.** Season: September-November, February-May. Practice hours: To be arranged, Suzanne Payne.

**Skiing.** Season: January-March. Practice hours: November-December, M T W Th F 4-6 p.m. Interterm: 8 a.m.-4 p.m. February and March, to be arranged, Theresa Collins.

**Soccer.** Season: September-November. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Softball.** Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Bonnie May.

**Squash.** Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Erin Kinsella.

**Swimming and Diving.** Season: September–February. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bierwert.

**Tennis.** Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Christine Davis.

**Track and Field.** Season: Mid-November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: November through December, three days per week to be arranged. January–May M T W Th F 4–6 p.m., Carla Coffey.

**Volleyball.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

## B. Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, 3 on 3 basketball, field hockey, paddle tennis, indoor soccer, softball, squash, tennis, volleyball, ultimate frisbee and kickball, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations, and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 13 clubs: **Basketball, Croquet, Cross Country Skiing, Cycling, Fencing, Golf, Outing, Riding, Rugby, Sailing, Softball, Synchronized Swimming and Tennis.**



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# **Standing Committees 1992-93**

## **Elected Committees**

### **Academic Freedom Committee**

John Brady (1995); Bruce Dahlberg (1994); Alice Hearst (1993).

### **Advisory Committee on Faculty Appointments**

Elizabeth Harries (1993); Ann Jones (1995); Thomas Lowry (1994); Philip Reid (1994); Peter Rose (1995); Charles Staelin (1993); Member of Faculty Council to be named (non-voting).

### **Committee on Academic Policy**

Dean for Curriculum and Faculty Development, Chair (John Connolly); Dean of the Senior Class, non-voting (Margaret Zelljadt); Nalini Bhushan (1995); Fletcher Blanchard (1995); Patrick Coby (1994); Thomas Riddell (1993); Nancy Shumate (1993); Stephen Tilley (1995); Janie Vanpée (1993); Richard White (1994); Member of Faculty Council to be named (non-voting).

### **Committee on College Planning and Resources**

President, chair (Mary Maples Dunn); Two Trustees; Dean of the Faculty (Robert B. Merritt); Dean for Curriculum and Faculty Development (John Connolly); Dean of the College (Ann Burger); Treasurer or Associate Treasurer; Director of Development (Charlotte Heartt); President of the Alumnae Association (Susan Dunn Marshall); Faculty Council (Donna Divine, Peter Rowe, Richard Sherr, Donald Siegel, Andrew Zimbalist); President of the Student Government Association (Kamina Henderson); Past President of the Junior Class (Tess Resman); President of the Junior Class (Maggie Hernandez); Chair of the Board of Trustees, ex officio (Phoebe Lewis).

## **Committee on Community Policy**

Adrienne Andrews (1994); Dennis Hudson (1995); Richard Lim (1993); Denise Rochat (1995); Christine Shelton (1994); Member of Faculty Council to be named (non-voting); Dean of the College (Ann M. Burger); Director of Affirmative Action (E. Shelton Burden); three students (Kamina Henderson, President of the Student Government Association; Laura Boydston, Vice President of the Student Government Association; Kimberly Jackson, Head of House Presidents); three staff members (one each: administrative support, administrative, service).

## **Committee on Faculty Compensation and Development**

Dean for Curriculum and Faculty Development, Chair (John Connolly) (non-voting); Mark Aldrich (1995); Robert Burger (1994); Barbara Kellum (1994); Ann Leone (1995); Margaret Olivo (1995); Member of Faculty Council to be named (non-voting).

## **Faculty Council**

Donna Divine (1994); Peter Rowe (1993); Richard Sherr (1995); Donald Siegel (1994); Andrew Zimbalist (1995).

## **Committee on Grievance**

Brigitte Buettner (1994); Virginia Hayssen (1993); Gillian Kendall (1994); Ronald Macdonald (1993); R. Jackson Wilson (1994). Alternates: C. John Burk (1993); Robert Roos (1993).

## **Committee on the Library**

Sue Freeman (1994); Douglas Patey (1995); Donald Reutener (1993); two students; Director of Libraries (Sarah Pritchard); Dean of the Faculty (Robert B. Merritt) (non-voting).

## **Committee on Tenure and Promotion**

President, Chair (Mary Maples Dunn); Dean of the Faculty (Robert B. Merritt); Susan Bourque (1995); Justina Gregory (1994); Lester Little (1995); Malgorzata Pfabé (1995); Ruth Solie (1994).

# Alumnae Association

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Alumnae Association of Smith College:  
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# Index

- Abbreviations and symbols, explanation of, 88–89
- Absence, leaves of, 83–84
- Absence from classes, 82–83
- Academic achievements, prizes and awards, 49–54
- Academic calendar, 2–3
- Academic course load, 77
- Academic credit, 80–82
- Academic Development, Center for, 41
- Academic Honor Code, 16
- Academic program, 13–24
- Academic records, disclosure of, 83
- Academic societies, 49
- Academic standing, 82–83
- Accelerated course programs, 17
- Accreditation, iv
- Ada Comstock Scholars Program, 17
- admission, 75
- fees and expenses, 55–61
- financial aid, 64
- grading options, 80–81
- Adding or dropping courses, 79
- Administration directory, 380–384
- Admission, 69–75
- graduate study, 25–26
- international students, 25–26, 32
- undergraduate study, 69
- Ada Comstock Scholars, 75
- advanced placement credit, 72–73, 81
- application fee, 56
- deadline dates, 72
- entrance tests, 70
- health form, 43
- interview, 73
- international students, 74
- secondary school preparation, 69–70
- transfer applicants, 73–74
- Admission, to courses requiring special permission, 78
- Advanced placement, 72–73, 81
- toward requirements, 81
- Advanced standing, 70, 81
- Advising, 15–16
- career, 42
- engineering, 16
- minor advisers, 16
- prelaw, 16
- premajor and major advisers, 15–16
- premedical and prehealth professions, 16, 134
- Affiliated Study Abroad Programs, 22–23
- African studies, Five College certificate in, 350
- Afro-American studies, 90–93
- Age of majority, 83
- Ainsworth/Scott Gymnasiums, 41
- hours, 41
- Air Force ROTC, 66
- Alumnae
- networking, 42
- support, 65
- Alumnae Association
- officers, 384
- Alumnae Gymnasium, 6, 38
- American College Testing Program, 70
- American studies, 94–97
- diploma in, 32
- Amherst College
- cooperative program with, 18, 24, 38
- Twelve College Exchange, 24
- cooperative Ph.D. program, 25, 32
- Ancient studies, 98
- Anthropology, 99–103
- Application for admission
- graduate study, 25–26
- nondegree studies, 32–33
- undergraduate study, 70–72
- Archaeology, 104–105
- Architecture and landscape architecture
- courses. *See* Art.
- Army ROTC, 68
- Art, 106–117
- Art Library, 39
- hours, 39
- Art museum, 39
- hours, 39
- Assistantships, graduate, 35
- Associated Kyoto Program, 23
- Astronomy, 118–122
- Athletic fields, 41
- Athletic program, 42, 353–354
- See also* Exercise and sport studies.
- Athletics, 42, 353–354
- Auditing
- community: nonmatriculated students, 18, 78–79
- fees for nonmatriculated students, 58
- matriculated students, 78
- Awards, 49–54
- Bachelor of arts degree, 77
- Bacteriology. *See* Biological sciences.
- Berenson Dance Studio, 39

- Biblical literature. *See* Religion and biblical literature.
- Biochemistry, 123–124
- Biological sciences, 125–134  
master's degree, 28
- Black colleges, study at, 23
- Black Gospel Jubilee, 44
- B'nai B'rith Hillel Foundation, 44
- Board of counselors, 356
- Board of trustees, 355
- Boathouse, 41
- Botanic gardens, 38
- Botany. *See* Biological sciences.
- Bowdoin, study at, 24
- Burton Hall, 38
- Burton, Marion LeRoy, 6
- Calendar, academic, 2–3
- Campus jobs, 65
- Career counseling, 42
- Career Development Office, 42
- Career resource library, 42
- Catholic chaplain, 43–44
- Center for Academic Development, 41
- Center for Foreign Languages and Cultures, 40  
Hours, 40
- Certificate of Graduate Studies, 25, 32
- Changes in course registration  
graduate, 36  
undergraduate, 83
- Chaplains, 43–44
- Chemical engineering, 184
- Chemistry, 135–138
- Child study, 177
- Chinese. *See* East Asian studies
- Churches, 44
- Civil engineering, 184
- Clark Science Center, 38–39
- Clarke School for the Deaf, 30
- Class schedule chart, inside back cover
- Classical languages and literatures, 139–142
- College Archives, 38
- College Board tests, 69
- College physician, 43
- College Scholarship Service, 63
- Committees, 382–383
- Comparative literature, 143–147
- Computer engineering, 184
- Computer facilities, 40–41
- Computer science, 148–152
- Confidentiality  
of medical records, 43  
of student records, 83
- Connecticut College, study at, 24
- Continuing education. *See* Ada Comstock Scholars Program; nonmatriculated students.
- Contractual limitations, 59
- Conway, Jill Ker, 8, 356
- Cooperative programs with other institutions, 18
- Cooperative Russian Language Program, 23
- Córdoba, study abroad, 22
- Counselors, board, of, 356
- Counseling  
career, 42  
personal, 43  
religious, 44
- Course enrollments, Five College, 79–80  
summary, 45
- Course load, 77
- Course numbers, key to, 88
- Course programs  
accelerated, 17  
honors, 18  
independent study, 18, 78  
regular, 13–15, 77  
Smith Scholars, 19
- Course registration, 36, 79
- Courses, election of, 78–80
- Courses of study, 85–354
- Courses requiring permission,  
admission to, 78
- Course symbols, designations, abbreviations,  
explanation of, 92
- Credit  
academic, 80–81  
advanced placement, 72–73, 81  
internships, 18–19, 78  
interterm, 82  
shortage, 81  
summer school, 81
- Crew shells, 42
- Cross country course, 42
- Curriculum 13
- Dance, 153–161  
facilities, 39  
master's degree, 30–31
- Dartmouth, study at, 24
- Davis, Herbert, 7
- Deadlines  
for admission, 72  
for course changes, 36, 79  
for financial aid, 64
- Deaf, teaching of the, 30
- Dean's List, 49
- Deferred entrance to first-year class, 73
- Degrees, requirements for  
bachelor of arts, 14, 77  
doctor of philosophy, 31–32

- doctor of philosophy, Five College cooperative degree, 25
- master of arts, 27–29
- master of arts in teaching, 29–30
- master of education, 30
- master of education of the deaf, 30
- master of fine arts, 30–31
- master of science in exercise and sport studies, 31
- satisfactory progress, 82
- Departmental Honors Program, 18
- Deposits, 56
  - for graduate students, 34
- Digital VAX 11/785, 11/750, 40
- Dining arrangements, 42
- Diploma in American studies, 32
- Directions to the college, iv
- Dismissal, 83
- Doctors, 43
- Doctor of philosophy degree, 25, 31
- Dormitories. *See* Residential houses for undergraduates.
- Dropping or adding courses, 36, 79
- Dunn, Mary Maples, 8–9, 356
- Early Decision Plan, 70–71
- East Asian languages and literatures, 162–165
- East Asian studies, 166–168
- Economics, 169–176
- Ecumenical Christian Church, 44
- Education and child study, 177–183
  - master's degree, 30
- Education, master's degree, 30
- Election of courses, 78–80
- Electrical engineering, 184
- Elizabeth Mason Infirmary, 43
- Emeriti, 356
- Engineering, 184–185
- England, study abroad, 22
- English language and literature, 186–196
- Enrollment statistics, 45–48
- Entrance requirements, 69–70
- Ethics, 197
- Exercise and sport studies, 198–205
  - master's degree, 31
- Expenses, 55–59
- Extended Repayment Plan, 60–62
- Extracurricular activities, 42–44
- Facilities, 37–41
- Faculty, 356–379
  - Five College, 341–349
- Family Education Loans, 60–62
- Fees and expenses, 55–59
  - contractual limitations, 59
  - graduate study, 34
  - Junior Year Abroad, 20–22
  - Twelve College Exchange, 24
- Fellowships, teaching, 35
- Film studies, 206–208
- Financial aid, 35, 63–67
  - Ada Comstock Scholars, 64
  - campus jobs, 65
  - deadlines, 64
  - graduate students, 35
  - grants, 65
  - loans, 65
  - ROTC scholarships, 66
  - toll-free information number, 67
  - transfer students, 64
  - work-study, 65
- Fine arts center, 39
- Fine arts, master's degree, 30–31
- First Group Scholars, 49
- First Group Scholarships, 66
- Five College Certificates
  - African studies, 350
  - International relations, 351
  - Latin American Studies, 352
- Five College Cooperation, 18
  - course enrollment, 79–80
  - course interchange, 18
  - course offerings, 341–349
  - course regulations, 79–80
- Five College faculty, 341–349
- Florence, study abroad, 21
- Foreign students. *See* International students.
- Foreign study programs, 20–24
- France, study abroad, 22
- French language and literature, 209–215
  - master's degree, 28
- Geneva, study abroad, 21
- Geographical distribution of students, 46
- Geology, 216–219
- German language and literature, 220–224
- Germany, study abroad, 22
- Gospel music, 44
- Government, 225–234
- Grading options, 80–81
- Graduate study, 25–36
  - admission, 25–26
  - enrollments, 49
  - international students, 25–26, 31
- Graduation requirements, 14, 77
- Graham Hall, 39
- Grants, 65
  - named and restricted, 65
- Greek courses, 139–140
- Greene, John M., 5–6
- Greenhouses, 38
- Gymnasium, 41
  - hours, 41



- Hallie Flanagan Studio Theatre, 39  
 Hamburg, study abroad, 22  
 Hampshire College,  
     cooperative program with, 18  
     cooperative Ph.D., 25  
 Health educator, 43  
 Health insurance, 33, 43, 57  
     for graduate students, 33  
     and study abroad, 43  
 Health professions advising, 16  
 Health professions program, 134  
 Health regulations, 43  
 Health Services, 33, 43  
 Hebrew courses. *See* Religion and biblical literature.  
 Helen Hills Hills Chapel, 43  
 High school preparation for applicants, 69–70  
 Hillyer Hall, 39  
     Art Library, 39  
 Hispanic studies. *See* Spanish and Portuguese.  
 History, 235–244  
 History of the sciences, 245–246  
 History of Smith College, 5–11  
 Honor code, 16–17  
 Honors program, 18–19  
 Houses, 42  
     graduate students, 33  
 Human Performance Laboratory, 41  
  
 IBM personal computers, 40  
 Independently designed majors, 14  
 Independent study, 18–19, 78  
     abroad, 23  
 Industrial engineering, 184  
 Infirmary, 43  
 Information Systems, 40–41  
 Inpatient services, 43  
 Inquiries and visits, 1  
 Insurance, health, 33, 43, 57  
     for graduate students, 33  
 Insured Tuition Payment Plan, 60–62  
 Intercollegiate athletics, 353–354  
 Intercollegiate Center for Classical Studies in Rome, 22  
 Interdepartmental and extradepartmental course offerings, 340  
 Interdepartmental majors, 14  
     honors, 18  
 Interdepartmental minors, 15  
 Interlibrary loan, 38  
 Intermediate Health Care Facility, 43  
 International baccalaureate, 73  
 International relations, 247–249  
 International Relations Certificate Program, 351  
  
 International students  
     admission, 74  
     admission of graduate, 25–26, 32  
     Certificate of Graduate Studies, 25, 32  
     Diploma in American Studies, 32  
     financial aid, 74  
     graduate fellowships, 35  
     summary of enrollment, 46  
 Internships  
     credit, 18–19, 78  
     career, 42  
     semester in Washington, 24, 234  
     Smithsonian Institution, 24, 96  
 Interterm, 3  
     credit status, 82  
 Interview, for admission applicants, 73  
     career, 42  
 Intramural athletics, 41, 354  
 Italian language and literature, 250–252  
     master's degree, 28  
 Italy, study abroad, 20–22  
  
 Jahnige Social Science Research Center, 40  
 Japan, study abroad, 23  
 Japanese. *See* East Asian studies  
 Jean Picker Semester-in-Washington Program, 24, 243  
 Jewish chaplain, 43  
 Jewish studies, 253–255  
 Job, campus, 65  
     searches, 42  
     summer, help with, 42  
 Junior Year Abroad Programs, 20–22  
     course loads, 77  
     enrollments, 45  
  
 Kennedy professorship, 11  
 Kyoto, study abroad, 23  
  
 Landscape architecture. *See* Art.  
 Language Laboratory, 40  
     hours, 40  
 Late course changes, 79  
 Late registration, 79  
 Latin American studies, 256–257  
     Five College certificate in, 352  
 Leaves of absence, 83–84  
 Leicester, England, Junior Year in, 22  
 Library, 38  
     hours, 38  
     career resource, 42  
 Loans  
     graduate study, 35  
     undergraduate study, 65  
 Logic, 258–259  
 Lyman Plant House, 38

- Major, 14
- Majors, enrollment, 47-48
- Majority, age of, 83
- Mandatory medical leave, 84
- Marine sciences, 260-261
- Maritime studies, 24
- Master of arts programs, 27-29
- Mathematics, 262-268
- McConnell Hall, 38
- Mechanical engineering, 185
- Medical leave of absence, 84
- Medical professions program, 134
- Medical services, 43
- Medieval studies, 269-271
- Mendenhall Center for the Performing Arts, 39
- Mendenhall, Thomas Corwin, 7-8, 356
- Microbiology. *See* Biological sciences.
- Microcomputers, 40
- Minor, 15
- Morrow, Dwight W., Scholarships, 66
- Mount Holyoke College
- cooperative program with, 18, 24
  - cooperative Ph.D. program, 25, 32
  - Twelve College Exchange, 24
- Museum of Art, 39
- hours, 39
- Music, 272-280
- facilities, 39
  - fees for practical music, 57
  - gospel, 44
  - master's degree, 28-29
  - scholarships, 66
- Mystic Seaport Program, 24
- National Theatre Institute, 24
- Neilson, William Allan, 6-7
- Neilson chair, 10, 11
- Neilson Library, 37-38
- Neilson Scholarships, 66
- Newman Association, 44
- Neuroscience, 281
- Nondegree studies, 32-33
- Nondiscrimination policy, inside front cover
- graduate, 26
- Nonmatriculated students, 18, 78-79
- Off-campus study programs, 18-24
- Off-campus residence, fee, 57
- Outpatient services, 43
- Parent Loans for Undergraduates, 65
- Paris, study abroad, 22
- Payment plans, 60-62
- Pell Grant program, 65
- Performing arts, 39
- Perkins Loan (formerly NDSL)
- graduate, 35
  - undergraduate, 65
- Permission for course admission, 78
- Personal computers, 40
- Ph.D. programs, 25, 32
- Phi Beta Kappa Society, 49
- Philosophy, 282-287
- doctorate, 32
  - master's degree, 29
- Photography, facilities for, 39
- Physical education, master's program, 31
- See also* athletic program; exercise and sport studies.
- Physical fitness, 42
- Physics, 288-290
- Placement, advanced, 72-73, 81
- Political economy, 291
- Political science. *See* Government.
- Pomona-Smith Exchange, 24
- Portuguese, 317
- See also* Spanish and Portuguese
- Prehealth professions program, 16, 134
- Prelaw advising, 16
- Premedical professions program, 16, 134
- Privacy of student records, 83
- Prizes 49-54
- Probationary status, 82
- Programa de Estudios Hispánicos en Córdoba, 22
- Protestant chaplain, 43
- Psychology, 292-298
- Public Policy, 299-300
- Rare Book Room, 38
- Readmission, 84
- Refunds, withdrawal, 58-59
- graduate students, 34
  - Junior Year Abroad, 20
- Registration, course, 36, 79
- late fee, 79
- Regular Decision Plan, 71
- Religion and biblical literature, 301-309
- Master's degree, 29
- Religious expression, 43-44
- Repeating courses, 82
- Required course work for graduate students, 36
- Requirements
- for admission, 69-71
  - for completion of course work, graduate, 36
  - for the degree, 8
    - advanced placement credit toward, 72-73, 81  - residence
    - graduate, 26-27
    - transfer, 74
    - undergraduate, 77

- Research, career, 42
- Research fellowship, 35
- Research, scientific, 38
  - social science center, 40
- Residence requirements, 74, 77
  - for graduate students, 26–27
- Residential houses for undergraduates, 42
- Résumés, 42
- Riding lessons, fees for, 57
- Rome, study abroad, 22
- Room and board, 55
  - Ada Comstock Scholars, 58
  - graduate students, 34
  - undergraduates, 55
  - refund policy, 58–59
- ROTC scholarships, 66
- Russia, study abroad, 22–23
- Russian language and literature, 310–312
  
- Sabin-Reed Hall, 38
- Sage Hall, 39
- Satisfactory/unsatisfactory grading option, 80–81
- SATs, 69–70
- Schedule of class times, inside back cover
- Scholarships, 66
  - graduate, 35
- Science Center, 38–39
- Science Library, 38
  - hours, 39
- Scott Gymnasium, 41
- Secondary-school preparation, 69–70
- Seelye, Laureus Clark, 6
- Semester-in-Washington Program, 24, 234
- Semesters, 2–3
  - course program, 77
- Seminars, admission to, 78
- Senior year, credit requirements for entering, 81
- Separation from the college, 83
- Shortage of credits, 81
- Sigma Xi, Society of the, 49
- Smith, Sophia, 5
- Smith Scholars Program, 19
- Smithsonian Institution internship, 24, 96
- Social Science Research Center, 40
- Sociology, 313–316
- Sophia Smith Collection, 38
- Sophia Smith Scholarships, 66
- Spanish and Portuguese, 317–322
- Spanish-speaking countries, foreign study in, 22
- Special Studies, admission to, 78
- Sports, 41, 198–205, 353–354
- Squash courts, 41
- Standardized tests
  - for admission, 69–70
  - for graduate applicants, 26
- Stafford Loans, 65
  - for graduate students, 35
- Student Counseling Service, 43
- Student Government Association, 37, 56
  - activities fee, 56, 58
- Student housing, 42
- Student-initiated courses, 78
- Student organizations, religious, 43
- Students
  - enrollment statistics, 45
  - geographical distribution, 46
- Studio art fees, 58
- Study abroad, 20–24
- Study at Historically Black Colleges, 24
- Summer courses, credit for, 17, 81
- Summer jobs, help finding, 42
- Supplemental Educational Opportunity Grants, 65
- Swimming pool, 41
- Switzerland, study abroad, 21
- Symbols and abbreviations, explanations of, 88–89
  
- Teacher certification, 177
- Teaching fellowships, 35
- Teaching, master of arts in, 29–30
- Ten-Month Payment Plan, 59–62
- Tennis courts, 41
- Theatre, 323–330
  - master of fine arts in playwriting, 31
  - master of arts, 29
- Theatre building, 39
- Third World development studies, 331–332
- Toll-free number for information
  - about financial aid, 67
- Track, 41
- Transfer students
  - admission, 73–74
  - financial aid, 64
- Trinity, study at, 24
- Trustees, board, of, 355
- Tryon Hall, 39
- Tuition
  - for graduate students, 34
  - grants to area students, 67
  - payment plans, 59–62
  - refund policy, 58–59
- Twelve College Exchange Program, 24
- TV studio, 39
  
- University of Massachusetts
  - cooperative Ph.D. program, 25, 32
  - cooperative program with, 18
  - ROTC, 66
- Urban studies, 333



- Vacations, academic, 2, 3  
    Junior Year Abroad, 20  
Vassar, study at, 24  
Visiting Student Program, 74  
Visits to the college, 1
- Wallfisch, Ernst, music scholarship, 66  
Washington intern programs, 24, 234  
Weight training room, 41  
Wellesley, study at, 24  
Werner Josten Library, 39  
    hours, 40  
Wesleyan, study at, 24  
Wheaton, study at, 24  
William Allan Neilson Library, 37–38  
Williams, study at, 24  
Williams-Mystic Seaport Program in  
    American Maritime Studies, 24  
Withdrawal from the college  
    Junior Year Abroad Programs, 20  
    medical, 84  
    personal, 83–84  
    refund policy, 58–59  
    refunds for graduate students, 34  
Women's studies, 334–339  
Work-study program, 65  
Wright, Benjamin Fletcher, 7  
Wright Hall, 40  
Writing assistance, 41  
Writing courses, 95–96, 186–187
- Zoology. *See* Biological sciences.









# Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B		B
10-10:50 a.m. C		C	G	C
11 a.m.-12:10 p.m. D	10:30-11:50 a.m. H	D	H	D
1:10-2:30 p.m. E $\frac{+}{-}$	1-2:50 p.m. J	E $\frac{+}{-}$	/	E $\frac{+}{-}$
2:40-4 p.m. F $\frac{+}{-}$	3-4:50 p.m. K	F $\frac{+}{-}$		F $\frac{+}{-}$
/		/		/

4:50 p.m.

7:30-9:30 p.m. X*	7:30-8:20 p.m. W		7:30-9:30 p.m. Y*	W		7:30-9:30 p.m. Z*	W		**
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- + Additional meeting times for A, B, and C blocks, as noted in course listings
- $\frac{+}{-}$  A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
- \* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
- \*\* Reserved for activities and events.

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SMITH



# SMITH COLLEGE BULLETIN

## 1993-1994 Catalogue



#### Notice of Nondiscrimination

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: E. Shelton Burden, Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

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#### SMITH COLLEGE BULLETIN

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# SMITH COLLEGE BULLETIN

## 1993–1994 Catalogue

Smith College  
Northampton, Massachusetts, 01063  
(413) 584-2700





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# Contents

How to Get to Smith .....	iv
Inquiries and Visits .....	1
Academic Calendar .....	2
The History of Smith College .....	5
The Academic Program .....	13
The Curriculum .....	13
The Major .....	14
The Minor .....	15
Five College Certificate Programs .....	15
Advising .....	15
Academic Honor System .....	16
Special Programs .....	17
Accelerated Course Programs .....	17
The Ada Comstock Scholars Program .....	17
Community Auditing: Nonmatriculated Students .....	18
Engineering .....	18
Five College Interchange .....	18
Departmental Honors Program .....	18
Independent Study and Internships .....	19
Smith Scholars Program .....	19
Study Abroad Programs .....	20
Smith College Junior Year Abroad Programs .....	20
Affiliated Study Abroad Programs .....	22
Independent Study Abroad .....	23
Other Off-Campus Study Programs .....	23
Graduate Study .....	25
Admission .....	25
Residence Requirements .....	26
Degree Programs .....	27
Nondegree Studies .....	32
Housing and Personal Services .....	32
Finances .....	33
Financial Aid .....	35
Changes in Course Registration .....	36
Policy Regarding Completion of Required Course Work .....	36
The Campus and Campus Life .....	37
Facilities .....	37
Student Residence Houses .....	42
Intercollegiate Athletics, Intramurals and Recreation .....	42
Career Development .....	42
Health Services .....	43
Religious Expression .....	44
The Student Body .....	45
Summary of Enrollment, 1992-93 .....	45
Geographical Distribution of Students, 1992-93 .....	46
Majors, 1992-93 .....	47
Academic Achievements, Prizes and Awards .....	49

Fees, Expenses and Financial Aid .....	55
Admission .....	69
Academic Rules and Procedures .....	77
Requirements for the Degree .....	77
Election of Courses .....	77
Academic Credit .....	80
Academic Standing .....	82
The Age of Majority .....	83
Leaves, Withdrawal and Readmission .....	83
Courses of Study, 1993-94 .....	85
Deciphering Course Listings .....	88
Afro-American Studies .....	90
American Studies .....	94
Ancient Studies .....	98
Anthropology .....	99
Archaeology .....	104
Art .....	106
Astronomy .....	118
Biochemistry .....	122
Biological Sciences .....	124
Chemistry .....	135
Classical Languages and Literatures .....	139
Comparative Literature .....	143
Computer Science .....	148
Dance .....	153
East Asian Languages and Literatures .....	162
East Asian Studies .....	166
Economics .....	169
Education and Child Study .....	176
Engineering .....	183
English Language and Literature .....	185
Ethics .....	195
Exercise and Sport Studies .....	196
Film Studies .....	204
Foreign Language Literature Courses in Translation .....	206
French Language and Literature .....	207
Geology .....	214
German Language and Literature .....	218
Government .....	222
History .....	233
History of the Sciences .....	243
International Relations .....	245
Italian Language and Literature .....	248
Jewish Studies .....	251
Latin American Studies .....	254
Logic .....	256
Marine Sciences .....	258
Mathematics .....	260
Medieval Studies .....	266
Music .....	269
Neuroscience .....	278
Philosophy .....	279
Physics .....	285
Political Economy .....	288
Psychology .....	289
Public Policy .....	296
Religion and Biblical Literature .....	298



Russian Language and Literature .....	307
Science Courses for Beginning Students .....	310
Sociology .....	311
Spanish and Portuguese .....	315
Theatre .....	321
Third World Development Studies .....	329
Urban Studies .....	331
Women's Studies .....	332
Interdepartmental and Extradepartmental Course Offerings .....	339
Five College Course Offerings by Five College Faculty .....	340
Five College Certificate in African Studies .....	351
Five College Certificate in International Relations .....	352
Five College Certificate in Latin American Studies .....	353
Five College Self-Instructional Language Program .....	354
<b>The Athletic Program</b> .....	355
<b>Directory</b> .....	357
The Board of Trustees .....	357
The Board of Counselors .....	358
Faculty .....	358
Administration .....	381
Standing Committees .....	383
Alumnae Association .....	385
<b>Index</b> .....	386
<b>Class Schedule</b> .....	inside back cover

## How to Get to Smith

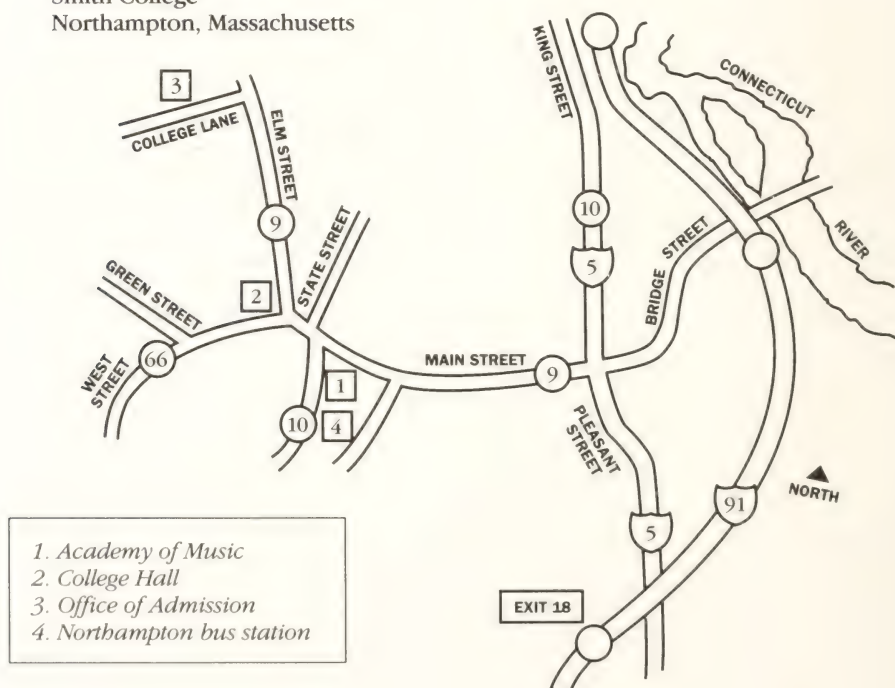
**By Air:** The closest airport is Bradley International, located about 35 miles south of Northampton, near Hartford, Connecticut. Bradley is served by most major airlines, and limousines, buses and rental cars are available at the airport.

**By Train:** Amtrak trains serve Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

**By Bus:** Greyhound, U.S. Express and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minutes walk or a short taxi ride from the bus station.

**By Car:** From Route I-91, take Exit 18. Follow Route 5 north into the center of Northampton and turn left onto Route 9. Go straight through three sets of traffic lights, turning left shortly after the third set onto College Lane. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office or along Route 9.

### Smith College Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

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# Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

## Admission

B. Ann Wright, *Dean of Enrollment*  
Garrison Hall, 42 West Street  
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon.

## Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*  
College Hall 10  
(800) 221-2579, January 15–June 15  
(Monday–Thursday, 2 to 9 p.m. Eastern time,  
Friday 2–4:30 p.m.)  
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of bills

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Elizabeth M. Doherty, *Dean of the First-Year Class*  
College Hall 23

Mary Philpott, *Dean of the Sophomore and Junior Classes and Associate Dean for Intercollegiate Study*

College Hall 23

Margaret S. Zelljadt, *Dean of the Senior Class*  
College Hall 23

Charles Robertson, *Associate Dean for International Study*

## Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*  
College Hall 32

## Students Affairs

Nancy Asai, *Associate Dean*  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*  
Drew Hall

## Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Tricia O'Neil, *Registrar*  
College Hall 6

## College Relations

Mary B. Reutener, *Director*  
Pierce Hall 28

## Development

Charlotte B. Heatt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Ann Hartman, *Dean*  
Lilly Hall

## Alumnae Association

Nancy C. Steeper, *Executive Director*  
(413) 584-2985



# Academic Calendar, 1993-94

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

## SEPTEMBER 1993

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## First Semester

Thursday, September 2, 9 a.m.—Houses open for entering students; orientation begins

Sunday, September 5, 10 a.m.—Houses open for returning students

Monday, September 6—Sectioning. 7:30 p.m.—Opening Convocation

Tuesday, September 7, 8 a.m.—Classes begin

## OCTOBER 1993

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

To be announced by the president—Mountain Day (holiday)

Saturday, October 9—Tuesday, October 12—Autumn recess

Wednesday, November 3—Otelia Cromwell Day

## NOVEMBER 1993

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Monday, November 8—Friday, November 19—Advising and course registration for the second semester of 1993-94

Wednesday, November 24—Sunday, November 28—Thanksgiving recess

## DECEMBER 1993

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tuesday, December 14—Last day of classes

Wednesday, December 15—Friday, December 17—Pre-examination study period

Saturday, December 18—Tuesday, December 21—Mid-year examinations

Wednesday, December 22—Sunday, January 2—Winter recess

## JANUARY 1994

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## FEBRUARY 1994

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## MARCH 1994

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## APRIL 1994

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## MAY 1993

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## Interterm Period

Monday, January 3 through Monday, January 24, 1994.

## Second Semester

Tuesday, January 25—Sectioning. 7:30 p.m.—All-college meeting

Wednesday, January 26, 8 a.m.—Classes begin

Wednesday, February 23—Rally Day exercises (all classes canceled)

Saturday, March 19—Sunday, March 27—Spring recess

Monday, April 4—Friday, April 15—Advising and course registration for the first semester of 1994-95

Friday, April 15—Sunday, April 17—Family Weekend

Wednesday, May 4—Last day of classes

Thursday, May 5—Sunday, May 8—Pre-examination study period

Monday, May 9—Thursday, May 12—Final examinations

Sunday, May 22—Commencement

:The college is not in session.





## History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began over a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system which, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to over \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to substantially increase faculty salaries and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the Board of Trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building which his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading col-



leges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt: a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice which would give generation of students their sensitivity both to other cultures and to an important new art. President Davis's administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the



academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts to the campus. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant

chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her first five years as president, Mary Maples Dunn led the college through exciting and challenging times. The college mounted a successful \$163 million fundraising campaign, the largest ever by a private liberal arts college, and began constructing an \$18 million expansion of the science center facilities. President Dunn spearheaded a collegewide effort to fight racism and oversaw implementation of the Smith Design for Institutional Diversity. Among the Design's goals now being fulfilled are increased numbers of faculty, staff and students of color; a yearly symposium on racism; and a special fund to incorporate material about non-Western or neglected American cultures in courses throughout the curriculum.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences, and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*  
1927-32

**G. Antonio Borgese, Ph.D.**

*Comparative Literature*  
1932-35

**Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.**

*English*  
Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*  
First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*  
First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*  
Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*  
Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*  
1942-43

**Edgar Wind, Ph.D.**

*Art*  
1944-48

**David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.**

*English*  
First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*  
Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*  
Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*  
Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*  
1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)**

*Astronomy*  
First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*  
Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*  
Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*  
Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)**

*Physics*  
First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*  
Second semester, 1961-62

**Dénes Bartha, Ph.D.**

*Music*  
Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*  
First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)**

*Chemistry*  
Second semester, 1967-68

**Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)**

*Art*  
Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*  
First semester, 1971-72

**Louise Cuyler, Ph.D.**

*Music*  
Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**

*American Studies*  
1977-78



**Renée C. Fox, Ph.D., Litt.D. (Hon.)**  
*Sociology and Anthropology*  
 First semester, 1980-81

**Auguste Anglès, Docteur ès Lettres**  
*French*  
 First semester, 1981-82

**Victor Turner, Ph.D.**  
*Religion and Biblical Literature*  
 First semester, 1982-83

**Robert Brentano, D. Phil.**  
*History*  
 First semester, 1985-86

**Germaine Brée, Ph.D.**  
*Comparative Literature*  
 Second semester, 1985-86

**Carsten Thomassen, Ph.D.**  
*Mathematics*  
 First semester, 1987-88

**Charles Hamilton, J.D., Ph.D.**  
*Government*  
 Second semester, 1988-89

**Triloki Nath Madan, Ph.D.**  
*Anthropology*  
 First semester, 1990-91

**Armstead L. Robinson, Ph.D.**  
*Afro-American Studies*  
 First semester, 1991-92

**Sheila S. Walker, Ph.D.**  
*Afro-American Studies*  
 Second semester, 1991-92

## The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

**Charles Mitchell, M.A.**  
*Art History*  
 1974-75

**Felix Gilbert, Ph.D.**  
*History*  
 1975-76

**Giuseppe Billanovich, Dottore di Letteratura Italiana**  
*Italian Humanism*  
 Second semester, 1976-77

**Jean. J. Seznec, Docteur ès Lettres**  
*French*  
 Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**  
*History*  
 First semester, 1980-81

**Alistair Crombie, Ph.D.**  
*History of Science*  
 Second semester, 1981-82

**John Coolidge, Ph.D.**  
*Architecture and Art History*  
 Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**  
*Music*  
 First semester, 1983-84

**Hendrik W. van Os, Ph.D.**  
*Art*  
 First semester, 1987-88

**George Kubler, Ph.D.**  
*Art*  
 Second semester, 1989-90

**Susan Donahue Kuretsky, Ph.D.**  
*Art*  
 Second semester, 1991-92



# The Academic Program

## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society; and

*Exercise and sports studies*, because they provide opportunities for recreation, health and the development of skills for the complete person.

Smith College has no required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.



## The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology	Italian Language and Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages and Literatures	Political Science (see Government)
Computer Science	Portuguese (see Spanish and Portuguese)
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese
Geology	Theatre
German Language and Literature	
Government	

Interdepartmental majors are offered in the following areas:

American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

# The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Latin American Studies
East Asian Studies	Logic
Engineering	Marine Sciences
Ethics	Neuroscience
Film Studies	Political Economy
History of the Sciences	Public Policy
International Relations	Third World Development Studies
Jewish Studies	Urban Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments. Approval must be granted by each of the departments concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed minors must differ substantially from existing minors.

## Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

## Advising

### Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration

decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **Minor Advisers**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Engineering Advising**

Students who are interested in engineering should consult the advisers listed on pp. 183-184.

### **Prebusiness Advising**

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Faculty and staff members who have agreed to serve for 1993-94 are: Bill Brandt, director of Physical Plant; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

### **Premedical and Prehealth Professions Advising**

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult one of the pre-health advisers (see p. 134) as early as possible in their college careers.

### **Prelaw Advising**

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.



## Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

## Special Programs

### Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer-school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit.

### The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status and involvement in campus life after she enrolls at Smith. Each has a high level of ability and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences and arranging "big sisters" for new students. The full range of Smith courses, majors, minors and programs is open to Ada Comstock Scholars.

Some Ada Comstock Scholars take one four-credit course per semester, while others take as many as five. We consider 12 or more credits to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the

same program of studies, meet the same requirements and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, p. 75. Information about expenses and how to apply for aid can be found in the chapter titled Fees, Expenses and Financial Aid. For more information about the Ada Comstock Scholars Program, contact the Ada Comstock Scholars Program Office at (413) 585-3090.

### **Community Auditing: Nonmatriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$35 fee for each lecture course (\$150 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Five College Interchange**

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student.

### **Departmental Honors Program**

A departmental honors program allows a student with a strong academic background to work with greater independence and in more depth in the field of her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Normally, the minimum standard for eligibility is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major through the junior year. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.



## Independent Study and Internships

Juniors and seniors, with the approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of 16 credits for independent study. Applications should be forwarded to the dean of the senior class, chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their faculty sponsor(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, qualified sophomores, juniors and seniors may be granted a maximum of eight credits for approved, supervised by a Smith College faculty member, on-campus or off-campus internships or other work related to the student's academic program.

No more than 16 credits may be awarded for any combination of internships and independent study. The deadline for submission of proposals for independent study and internships is November 30 for a second-semester program and April 30 for a first-semester program.

## Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

The deadlines for submission of proposals for the Smith Scholars Program are November 30 and April 30 of the student's junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance and the subcommittee's recommendation with respect to her degree.



## Study Abroad Programs

Applications for Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris must be filed by February 15. Applications for all other study abroad programs must be filed by February 1. Interested students should consult reference materials in the Office of International Study, College Hall 23.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs must keep in mind that the year elsewhere does not count toward the required two years in residence in Northampton. Normally, a student with a shortage of credit is not given permission to study abroad.

### Smith College Junior Year Abroad Programs.

All applications for the Smith College Junior Year Abroad programs must be filed with the Office of International Study by February 15.

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Students from Smith and other colleges as well are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 32 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For all programs, the comprehensive fee covering tuition, room and board is the same as the comprehensive fee for the year's study in Northampton. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college not to grant credit for less than a full year's work and to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and Oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until early October). The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, history, history of science, mathematics, music history, philosophy, physics, psychology, religion and sociology. The minimum language requirements is normally two years of college German.



**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college. The minimum language requirement is normally two years of college French.

### **Affiliated Study Abroad Programs.**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation. Students applying for affiliated programs must file an application with the Office of International Study by February 1.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular programs of lectures, seminars and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult the Department of Classical Languages and Literatures.



**The American Collegiate Consortium for East-West Cultural and Academic Exchange**, located at Middlebury College, permits one or two qualified undergraduates a year from Smith to spend a full year studying at one of the many universities in Russia. Students must have strong academic records and be at an advanced level of Russian language instruction. Interested students should consult the Department of Russian Language and Literature.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult the Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult the director of East Asian studies.

**South India Term Abroad**, administered by Bowdoin College, allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students should consult Dennis Hudson, professor of religion.

## Independent Study Abroad

Students who wish to study abroad in programs other than those mentioned above, and those who want to consider studying independently at a foreign university, should consult the associate dean for international study. A list of previously approved study abroad programs and institutions will be considered for provisional approval through application to the Committee on Study Abroad. A limited pool of financial aid is available for students studying abroad independently.

All applications for provisional approval should be submitted no later than February 1. The minimum requirements for approval are an overall average of 3.0 (B) and, except in unusual circumstances, at least one year of the language of the country in which the program or university is located.

There are increasing opportunities for Smith students to spend a semester or a year in one of the less developed countries of Africa, the Americas or Asia, and many have done so. Interested students should consult the guidebooks and information available in the Office of International Study.

## Other Off-Campus Study Programs

### Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman

College and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

### **Twelve College Exchange Program**

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.5 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

### **Pomona-Smith Exchange**

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

### **Jean Picker Semester-in-Washington Program**

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 231-232.

### **Internship at the Smithsonian Institution**

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 96.



# Graduate Study

Office of Graduate Study  
106 Lilly Hall  
Smith College, Northampton, MA 01063

**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts (in dance), master of education, master of education of the deaf and master of science in exercise and sport studies, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

## Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before February 15 of the spring preceding registration. All international applications for a



master's degree or for the Diploma in American Studies Program must be received on or before February 1 of the proposed year of entry into the program; applications for the master of arts program in Italian must be received on or before February 15 of the proposed year of entry into the program; applications for the master of fine arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the master of education of the deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as May 15 for first semester. The deadline for second-semester applications is December 1. Applicants must submit their credentials and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

E. Shelton Burden  
Director of Affirmative Action  
College Hall #3  
(413) 585-2141, 2142.

## Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke College or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is

permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

## Degree Programs

### Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of special-



izations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

**Education and Child Study.** At least three courses in education above the introductory level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 552a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had the equivalent of an undergraduate major in French, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**History.** The Master of Arts degree in history requires 32 credits of course work, plus completion and defense of an eight-credit thesis. Before undertaking the thesis, candidates must demonstrate a good reading knowledge of at least one language, other than English, which is relevant to their fields of study.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**Music.** The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser



to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** Admission is normally limited to qualified applicants who, for special reasons, seem likely to benefit from study at Smith, as opposed to enrolling in an institution that regularly grants the doctorate in philosophy. A thesis is required to complete the M.A. degree. The philosophy department will be unable to consider applications for the 1993-94 academic year.

**Religion.** Admission will normally be limited to qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

### Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, classics, English, French, German, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and no more than eight at the intermediate level. Because this is an interdepartmental degree, students should

plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

### **Master of Education**

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063 or from the office of Graduate Study.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Sharon Arslanian, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Fine Arts in Playwriting**

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.



Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300-level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

### **Master of Science in Exercise and Sport Studies**

The Department of Exercise and Sport Studies offers a two-year program specializing in the coaching of women's sports. A bachelor's degree or its equivalent is required. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits. To be counted toward the degree, all work, including the thesis or Special Studies, must earn a grade of at least B-. Courses for graduate credit may not be taken on a pass/fail basis.

### **Doctor of Philosophy**

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.



## Nondegree Studies

### Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

### Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing the date and degree received. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration. Nondegree students are not eligible for financial aid.

If you have previously taken a course as a nondegree graduate student you must contact the graduate office to have your application reactivated by the deadlines listed above for each semester in which you plan to take a course.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1993-94 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study.

Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

**Room-Only Plan.** Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$2,750 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$6,100 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students born after January 1, 1956 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the doctors' office (outpatient department) and to participate in the Smith College health insurance program as follows:

I. Doctors' office (outpatient department)—use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$50 plus laboratory fees at the time of the first visit; immunization fees are separate.

II. Health insurance—the college has its own insurance plan, underwritten by Chickering Benefit Planning, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

All students are required to carry either a) the Smith College health insurance plan (single students) or b) a plan for married students available from Chickering Benefit Planning, unless they show that they have comparable coverage under a private plan.

Finances

Tuition and Other Fees\*

Application fee .....	\$40
Tuition for full-time work, for the year** .....	\$17,980
Room and board for the academic year† .....	\$6,100
Tuition for part-time work, per semester course .....	\$2,250
Health insurance (estimate)	
(optional if comparable coverage can be demonstrated) .....	\$590
Continuation fee, per semester .....	\$50

### Fees for nondegree students (special students)

Application fee .....	\$40
Fee per four-credit course .....	\$2,250
Fee per one-credit course .....	\$565

For additional information concerning fees for practical music and studio art see p. 57.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 15. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the controller.

### Deposit

A general deposit of \$100 is required from each student upon acceptance. (This is a one-time deposit that will be refunded following withdrawal or graduation, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

### Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change.

For students attending the institution for the first time: Students withdrawing within the first 60 percent of the semester will receive a prorated refund (rounded down to the nearest 10th) based on the number of days in attendance. Students withdrawing after 60 percent of the semester has been completed will receive prorated refund for *only* the board portion (55 percent of room and board charge) of the semester charge. Each withdrawal will be subjected to a \$100 withdrawal fee.

For all other students: Students who withdraw prior to the first day of classes will receive a full refund of the comprehensive fees. Students who withdraw on or after the first day of classes will be entitled to a tuition refund for that semester as follows:

During the first week of classes .....	75 percent
During the second week of classes .....	50 percent
During the third and fourth week of classes .....	25 percent
After the fourth week of classes .....	0 percent

No refund for room charge (45 percent of room and board charge). Board will be prorated based on the number of days a student is in residence, less a \$100 fee.

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\* Subject to change

\*\* This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.



Refunds of loans and grants: Federal loans and grants will be returned to the government in accordance with regulations. College grants will be reduced at the same rate as the comprehensive fees are cancelled.

All appeals to this policy will be heard by an appeals committee, consisting of the following: chief financial officer (chair), registrar, class dean and associate dean of student affairs.

## Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due February 15: the Financial Aid Form (FAF); a copy of parents' IRS form 1040, upon request; a copy of student's IRS form 1040, 1040A or 1040EZ; and a financial aid transcript from each college or university attended.

Several scholarships are available for international students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$7,990 for the first year and \$8,390 for the second year. Teaching fellows may also apply for scholarship assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal Stafford Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that

loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

## Changes in Course Registration

*During the first 10 class days* (up to September 20 in the first semester, and February 8 in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser and the director of graduate study.
- B. A student may *drop* a course up to 20 days before the last day of classes (November 11 in the first semester, and April 6 in the second semester):
  - (1) after consultation with the instructor; and
  - (2) with the approval of the adviser and the director of graduate study.

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.



# The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 80 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

## Facilities

Much of the daily campus activity at Smith occurs in the following centers.

### Smith College Libraries

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles and slides well in excess of one million items, the Smith College Libraries rival the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and we therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in William Allan Neilson Library.



Chief among them are individualized bibliographic assistance, on-line database searches and access to other library collections through interlibrary loan. Terminals in each of the libraries provide students with access the latest electronic resources and to the growing on-line union catalog of the libraries of Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in Bass Hall (Science Library), the Fine Arts Center (Hillyer Art Library) and the Mendenhall Center of the Performing Arts (Werner Josten Library). The libraries' central administrative offices and processing services are located in Neilson Library.

The William Allan Neilson Library houses the bulk of the one million-volume collection and is the home of the Rare Book Room with its collection of over 20,000 books, manuscripts and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.

Library Hours:	Monday-Friday	7:45 a.m.-midnight
	Saturday	9 a.m.-midnight
	Sunday	10 a.m.-midnight

(During the pre-exam study periods and midyear and final examination periods, Neilson is open until 2 a.m. Hours may vary at some branches during holiday periods.)

## Clark Science Center

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found, as well as classrooms, laboratories and faculty offices; McConnell Hall, with a large lecture hall, classrooms and laboratories, a rooftop observatory equipped with several small telescopes, a computer terminal room and resource center and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices and the Science Library, where more than 113,300 volumes, 12,760 microforms, 630 periodicals and 92 phonodiscs are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Construction of 62,000-square-foot addition to the science center was completed in December 1990. Renovations to the existing buildings began in January 1991 and was completed in spring 1992.

This integrated five-building complex is dedicated to the sciences, and includes one of the largest science libraries for a liberal arts college in the United States.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

In addition to the on-campus facilities we also have an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday–Sunday	10 a.m.–10 p.m.

## Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by dark-room facilities, faculty offices, classrooms and the Hillyer Art Library with more than 55,000 volumes and 72,000 photographs. Graham Hall is a large auditorium used as needed for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	noon–10 p.m.
June–August:	Monday–Friday	9 a.m.–noon
Museum hours:	Tuesday–Sunday	noon–4 p.m.
	Thursday	noon–8 p.m.
	(August: noon–4 p.m.)	
January, June and July	Wednesday, Saturday and Sunday	noon–4 p.m.
	Mondays and national holidays	closed

## Mendenhall Center of the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops and lounges that support production in Theatre 14, which holds an audience of 460; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 70,300 books and scores and 46,400 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it

in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours:	Monday–Thursday	8 a.m.–10:45 p.m.
	Friday	8 a.m.–9 p.m.
	Saturday	10 a.m.–9 p.m.
	Sunday	noon–10:45 p.m.

## Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

## Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multimedia laboratory (Wright Hall 7) and media classroom (Wright 233), housing a network of student work stations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the Center, students may explore the foreign culture with the aid of interactive video discs and tapes, digitized audio and CALL (computer assisted language learning) programs. The Center also supports the Audio Tape Library (window outside Wright 6) where students may check out audio cassettes for over 30 courses in ten foreign languages. Faculty members may receive assistance at the Center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours:	Monday–Thursday	8:30 a.m.–noon 1 p.m.– 6 p.m. 7–11 p.m.
	Friday	8:30 a.m.–noon 1–5 p.m.
	Saturday	1–5 p.m.
	Sunday	1–5 p.m. 7–11 p.m.

## Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide local area network (LAN) allowing computer access from most buildings and residential houses. Resources, which are continually expanding, include over 150 IBM and Macintosh personal computers in three resource centers, used for text processing, graphics, numerical and data analysis and class assignments; and four Digital MicroVAX 3100s, used for statistical analysis, developing courseware and software, electronic communication over the BITNET and



Internet networks and many more creative purposes. In addition, Information Systems administers the Smith College Computer Purchase Plan, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers at Smith, nor do Smith students need to be enrolled in a course using the computers to have access to them. Staffed by 29 professionals and more than 60 student assistants, Information Systems is an active and accessible resource for all students.

## Center for Academic Development

From its offices in Seelye 20, the Center for Academic Development offers a variety of programs to help students develop skills in writing and quantitative reasoning. Six professional writing counselors review essay drafts with students, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in Neilson Library, Seelye 20 and other locations. The director of the Quantitative Skills Program offers special tutoring and serves as a consultant to faculty members and students on topics relating to quantitative aspects of all courses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in various academic skills, such as public speaking and editing, and conducts research on current issues of learning and teaching.

## Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of two national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3¼-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers. Our intercollegiate crew shells are housed on the Connecticut River.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility	Monday–Thursday	6 a.m.–11 p.m.
	Friday	6 a.m.–9 p.m.
	Saturday–Sunday	8 a.m.–9 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 35 residence buildings with capacities of 14 to 99 students. The houses range in architectural style from modern to Gothic and classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interest. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.

## Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to regularly participate in activity throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to learn to compete as well as to cooperate with others in striving for achievement of common goals.

## Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively (including practice interviewing on videotape); and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae, staff and faculty families are charged a



small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. We can provide injections for desensitization as requested by a student's own physician and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by New Hampshire Life Insurance, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college physician first.



## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protestant faiths and help organize weekly services of worship. The B'nai B'rith Hillel Foundation, The Ecumenical Christian Church and Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups, such as the Smith Intersociety Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Five College Christian Science Organization and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The Chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

# The Student Body

## Summary of Enrollment, 1992-93

### Undergraduate Students

	Class of 1993	Class of 1994	Class of 1995	Class of 1996	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	667 <sup>2</sup>	409	616	649	182	2,523
Not in residence <sup>3</sup>	22 <sup>4</sup>	222	16	0	17	277
Five College course enrollments at Smith:						
			First semester			657
			Second semester			698

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	73	38	13

1. Guest students are included in the counts of students in the Northampton area.
2. This includes 92 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 24 Smith students and two guest students in Paris; 13 Smith students and three guest students in Hamburg; 11 Smith students and nine guest students in Geneva; and 23 Smith students and two guest students in Florence.
4. This includes one Ada Comstock Scholar.

## Geographical Distribution of Students, 1992-93

### United States

Alabama	7
Alaska	7
Arizona	17
Arkansas	3
California	242
Colorado	41
Connecticut	176
Delaware	7
District of Columbia	12
Florida	64
Georgia	22
Hawaii	13
Idaho	10
Illinois	56
Indiana	25
Iowa	8
Kansas	12
Kentucky	11
Louisiana	4
Maine	51
Maryland	86
*Massachusetts	654
Michigan	41
Minnesota	39
Mississippi	5
Missouri	26
Montana	5
Nebraska	6
Nevada	3
New Hampshire	47
New Jersey	137
New Mexico	15
New York	293
North Carolina	29
North Dakota	3
Ohio	61
Oklahoma	9
Oregon	34
Pennsylvania	91
Puerto Rico	4
Rhode Island	16
South Carolina	19
South Dakota	2
Tennessee	7
Texas	58
Utah	7
Vermont	63
Virginia	45
Virgin Islands	1
Washington	64
Wisconsin	24

### Foreign Countries

Argentina	1
Aruba	1
Australia	3
Bahrain	1
Bangladesh	3
Bolivia	1
Bulgaria	1
Canada	8
China, People's Rep.	10
C.I.S.	3
Colombia	1
Czechoslovakia	1
El Salvador	2
Ethiopia	1
Finland	1
France	2
Germany	9
Ghana	2
Greece	4
Guyana	1
Hong Kong	5
Hungary	2
Indonesia	1
India	11
Iran	1
Israel	1
Italy	3
Japan	16
Jordan	1
Kenya	2
Korea	11
Kuwait	1
Lesotho	1
Malaysia	4
Mexico	1
Nepal	2
Netherlands	1
Nicaragua	1
Norway	1
Pakistan	3
Paraguay	1
Philippines	3
Singapore	7
Somalia	1
South Africa	7
Spain	1
Sri Lanka	1
Swaziland	1
Switzerland	1
Taiwan	2
Thailand	3

Tibet	1
Tunisia	1
Turkey	2
United Kingdom	9
Vietnam	2
Yugoslavia	3
Zimbabwe	2

\* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.



## Majors, 1992-93

	Class of 1993		Ada Comstock Scholars	Class of 1994	Totals
	(Srs.)	(Honor)			
Government	83	0	1	84	168
Art					133
Art History	30	2	6	29	67
Art	3	0	1	1	5
Studio Art	24	3	6	18	51
Architecture & Urbanism	3	0	0	7	10
Psychology	69	3	8	50	130
English Language and Literature	67	3	7	46	123
Economics	50	1	2	53	106
Biological Sciences	45	4	4	50	103
History	37	4	5	23	69
American Studies	25	4	11	26	66
Women's Studies	23	4	3	23	52
Sociology	18	0	5	21	44
Mathematics	20	0	1	22	43
French					42
French	3	0	0	0	3
French Language & Literature	16	0	0	5	21
French Studies	8	0	0	10	18
Theatre	22	0	3	17	42
Education & Child Study	16	0	5	19	40
Anthropology	17	1	3	17	38
Religion & Biblical Literature	26	0	3	8	37
Geology	9	0	5	17	31
Comparative Literature	9	2	1	13	25
Computer Science	8	4	4	8	24
Philosophy	15	0	2	5	22
Music	10	1	2	8	21
Biochemistry	6	2	0	12	20
Chemistry	5	4	0	12	20
Latin American Studies	9	0	0	9	18
Italian Language & Literature	5	0	0	9	14
Afro-American Studies	4	1	1	6	12
East Asian Studies	10	0	0	2	12
German Language & Literature	7	0	0	5	12
Russian Language & Literature					9
Russian Literature	3	0	0	2	5
Russian Civilization	1	0	0	2	3
Russian Language & Literature	0	0	0	1	1
Spanish & Portuguese					9
Spanish Language & Literature	3	0	0	4	7
Latin-American Literature	0	0	1	1	2
Medieval Studies	3	0	2	2	7
Physics	3	0	1	3	7
Sociology and Anthropology	2	0	0	3	5
Ancient Studies	2	0	0	2	4
Smith Scholar	2	0	2	0	4

Classics					3
Classics	1	0	0	2	3
Latin	0	0	0	0	0
Archaeology	1	0	0	1	2
Astronomy	1	0	0	1	2
Dance	1	0	0	1	2
South Asian Art and Religion	1	0	0	0	1
Art & Archaeology, Anc. N. East	0	1	0	0	1
Dramatic Literature	0	0	1	0	1
Film Studies and Theatre	1	0	0	0	1
Linguistics	1	0	0	0	1

# Academic Achievements, Prizes and Awards

## Academic Achievements

### Latin Honors

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are not counted under any circumstance. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of a high level of general achievement.

### Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

### First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year (28 credits of A-level work, unbalanced by Cs; no Ds or Es) are named First Group Scholars. Those named generally represent the top five percent of the class.

### The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

### Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

### Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses



in each division. Further requirements to take effect beginning with the class of 1996 are: All candidates must take at least one semester course in mathematics (or have AP credit in mathematics or present an equivalent), as well as one semester course in a foreign language (or present an equivalent). Moreover, candidates are limited to one S/U option in the courses counted for election to Phi Beta Kappa (meaning in most cases those taken beyond the first year).

## Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

## Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate to **Julie Heath '93**

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry to **Hui-Fong Koh '93**

The **American Chemical Society Award in Analytical Chemistry** to a junior chemistry major who has excelled in analytical chemistry to **Dina Merrer '94** and **Elizabeth Redding '94**

An award from **The American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class to **Renée Shediak '93**

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year to **Tamara Wroblewski '93**

The **Elizabeth Babcock Poetry Prize** for the best group of poems to **Julie Heath '93**

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program to **Lisa DeCarolis AC93** and **Merav Singer '93**

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class to **Merav Singer '93**

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics to **Rebecca Smith '95** and **Meagen Williamson '95**

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community to **Ravya Taghavi '93**

The **Samuel Bowles Prize** for the best paper on an anthropological subject to **Granis Stewart AC93**

The **Samuel Bowles Prize** for the best paper on an economics subject to **Zara Johnson-Morris '93** and **Giovanna Sabatini '93**

The **Samuel Bowles Prize** for the best thesis on a sociological subject to **Nicole Rendahl '93**

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin courses to **Joy Sprinkle '96** and **Tracey Billado '94**

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology to **Heather Stefanski '93**

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject to: first prize to **Anne LaFlam '93** and **Diana Munn '95**; second prize to **Kristen Hychka '93** and **Kathleen Remillard AC93**

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course to **Catherine Thomas '93**

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college to **Allison Trinarco '93**, **Frances Anderson '93**, **Laura Brown AC93**, and **Christina Christodouloupoulos '93**

The **David Burres Memorial Law Prize** to a senior accepted at law school intending to practice law in the public interest to **Karen Simmons AC93**

The **C. Pauline Burt Prize** to the senior majoring in chemistry or biochemistry who has made an excellent record and shown high potential for further study in science to **Na Chai '93**, **Hui-Fong Koh '93** and **Renée Shediak '93**

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature to **Sarah Kressy '93** and **Jennifer Toth '94**

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management to **Dedee Nugent '93**

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* to **Elizabeth Incaudo '93**

The **Carlile Prize** for the best original composition for carillon.

The **Julia Harwood Caverno Prize** for excellence in Greek; and for the best performance in the beginning Greek course to **Patricia Slatin '95**

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form to **Diane Paulakis AC93**

The **Sidney S. Cohen Prize** for outstanding work in the field of economics to **Amanda Barrett '93**, **Tanya Bossart '93**, **Lauren Bedding '93**, **Therese de Leon '93**, **Sramana Mitra '93**, **Amy Rensko '93**, **Giovanna Sabatini '93** and **Alka Srivastava '93**

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on

campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service.

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact to **Beverly Griffith AC93**

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English to **Kirsten Elfendahl '95J**

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry to **Melanie Tapply '94** and **Megan Nuñez '96J**

The **Merle Curti Prize**, awarded annually to the student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize** for the best undergraduate work in political science to **Tamara Fisher '93** and **Coriander Sippen '93**

The **Alice Hubbard Derby Prize** for a member of the junior or senior class for excellence in the study of Greek literature to **Jason Parnell**, Amherst College

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis to **Maria Laughlin '93**; for the best first-year essay on a literary subject; and for the best classroom essay to **Patricia Brand '96**

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extra-curricular activities to **Merav Singer '93**

The **Hazel L. Edgerly Prize** to a senior in honors in history for distinguished work in that subject to **Lisa DeCarolus AC93**

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown



the most progress during the year in organ to **Heidi Lutz '95**

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year student or sophomore to **Elizabeth Miller '95** and **Ruth McKenzie '96**

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre to **Elissa Lash '93J**

The **Settie Lehman Fatman Prize** for the best composition in music in large form to **Allison Dean '93**; in small form to **Dorothy Miller '93** and **Merav Singer '93**

The **Heidi Fiore Prize** to a senior student of singing to **Ingrid Cowan '93**

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives to **Ann Robbart AC94** and **Melissa Briggs '95**

The **Harriett R. Foote Memorial Prize**, for outstanding work in botany, based on a paper, course work or other contribution to the plant sciences at Smith, to **Beth Collins '93** and **Nancy Seaton '93**

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in course work in biblical courses to **Ariel Clark '93** and **Elizabeth Morse '93**

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature to **Maria Laughlin '93**

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme to **Judith Heath '93**

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major to **Nancy Graychase '94**; and honorable mention to **Pamela Carter '93** and **Jennifer Gallo '93**

The **Ida Deck Haigh Memorial Prize Fund Award** to a student of piano for distinguished achievement in performance and related musical disciplines.

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music.

The **Arthur Ellis Hamm Scholarship Prize** awarded on the basis of the best first-year's record to **Rebecca Smith '95**

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer to **Agnieszka Graff, Amherst College**

The **James T. and Ellen M. Hatfield Memorial Prize** to a senior majoring in English for the best short story to **Elizabeth W. Brown '93**

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject to **Sarah Ngola '93**

The **Margery Weddell Irish Prize** for the best student of watercolor in studio art this year.

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith Colleges, or the University of Massachusetts to: First Prize: **Leah Ryan AC93**; second prize: **Leah Ryan AC93** and **Malcolm Nicholls, Hampshire College**; third prize: **Colleen Kong '94J**; **Gregory Moss, Amherst College**; **Jonathan Levy, Hampshire College**; **Sarah Brown, Hampshire College**

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture to **Elisabeth Carney '94**

The **Barbara Jordan Award** for study of law to a black American senior or alumna undertaking a career in law and public service to **Pamela Lacey '93**

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course to **Colleen Kong '94**



The **Martha Keilig Prize** for the best still life or landscape in oils on canvas to **Marlene Rye '93**

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and human critic of her chosen profession.

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy to **Andrea Rieber '93**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, to a senior majoring in the history of art, with preference given to students interested in classical art at the graduate level to **Michelle Elligott '93**

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris to **Melissa Merten '94** and **Alison Stafford '94**

The **Jill Cummins Maclean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance to **Leah Ryan AC93**

The **Emogene Mahony Memorial Prize** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a freshman and the best honors thesis submitted to the Department of English Language and Literature to **Lisa Merschel '93**

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ to **Lorrie Miech '94**

The **Jeanne McFarland Prize** for excellent work in women's studies to **Kiresten Ernst '93** and **Katherine Linton '93**; and for best classroom essay to **Christine Thomas '94**

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy to **Karen Bardsley '93** and **Sabrina Bowers '93**

The **Bert Mendelson Prize** to a member of the sophomore class for excellence in com-

puter science to **Amanda Matlosz '95**; and to a member of the senior class majoring in computer science for excellence in that subject to **Marie Teo '93**

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers, to **Burd Schlessinger AC95**

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college.

The **Mrs. Montagu Prize** for the best essay on a literary subject concerning women to **Anne Huntington AC94**

The **Multicultural Award** of the Office of Minority Affairs to a junior or senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community to **Elizabeth Solemou '93** and **Kamina Henderson '93**

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life to **Charlotte Fuller '93**, **Beverly Griffith AC93**, **Phoebe Jacob '93**, **Meredith Krause '93** and **Kristen Murphy '93**

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics to **Lisa Persons AC93**

The **Judith Raskin Memorial Prize** for the outstanding senior voice student to **Amanda Brown '93**

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate to **Michelle Barbera '93**

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among

people of diverse cultures to **Thuy Ai Dinh '93** and **Michelle Sousou '93**

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College to **Patricia Safford AC93**

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities to **Meredith Krause '93**

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior to **Sramana Mitra '93**

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies to **Marne Krohn AC93**

The **Andrew C. Slater Prize** for excellence in debate to **Rachel Honig '93**; and for most improved debater to **Tina Cajigas '95**

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre to **Erika Ewing '93** and **Frances Anderson '93**

The Smith Council of the **Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism to **Elizabeth Solemou '93**, **Deborah Harrison '93** and **Kamina Henderson '93**

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose to **Lisa Merschel '93**, **Elizabeth Wadham AC94** and **Alexandra Neel '93**; and for excellence in writing fiction to **Coleen Kong '94** and **Tenaga Darlington '94**

The **Valeria Dean Burgess Stevens Prize** for excellent work in women's studies to **Lucia Wade '93**

The **Mary Ellen Szmkowiak Prize** awarded on the basis of merit to a premedical stu-

dent enrolling in medical school to **Kimberly Beavers '93**

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences to **Laura Ralph AC93**

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life for the best group of poems to **Anne Huntington AC94**; and for the best poem to **Tenaga Darlington '94** and **Kathleen Powell AC95**

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies to **Laura Huizi '93**

The **Anaclea C. Vezzetti Prize**, established by the Austonia Club of Northampton, to a senior for the best piece of writing in Italian on any aspect of the culture of Italy to **Giovanna Sabatini '93**

The **Karel Fierman Wahrsager Award In Sociology** to a student who has demonstrated a high level of scholarship, intellectual promise and leadership.

The **Ernst Wallfisch Prize**, awarded to a graduating senior enrolled in music performance (vocal or instrumental) at Smith who has demonstrated outstanding talent, commitment and diligence to **Siri Calvedt '93** and **Susan Kerschbaumer '93**

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics to **Christine Ofcarcik '93**

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies.

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history to **Catherine Thomas '93**



## Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$15,000, and 54 percent of our student body qualifies for need-based aid.

#### 1993-94 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$8,990	\$8,990	\$17,980
Room and board	3,050	3,050	6,100
Activities fee (estimate)	156		156
	<hr/> \$12,196	<hr/> \$12,196	<hr/> \$24,236

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15; for the second semester by January 15. Checks should be made payable to Smith College and forwarded to Box



8500-3075, Philadelphia, PA 19178-3075. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 15 percent. Non-payment of fees may prevent students from registering for classes or occupying their rooms. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$500 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The student activities fee of \$156 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

## Other Fees and Charges

### • Application for admission — \$40

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to January 15. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars Office by February 15.

### • General deposit — \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

### • Room deposit — \$200

Each resident student pays a room deposit each year that is applied in total to the first-semester bill of the subsequent year. Incoming resident students pay this deposit by May 1 and continuing resident students by March 4. The deposit is non-refundable. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, credited to her account to be applied to the next semester's/year's fees. In all cases, the deposit is forfeited if a student withdraws from the college. Upon request, the deposit may be waived for a student whose need-based aid covers total fees.

### • Nonresident fee — \$50 per semester

The nonresident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

### • Health insurance — \$590 (estimated)

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to parents in July, along with the first-semester bill. The Smith insurance plan may be waived for students who can demonstrate comparable coverage.

### • Refrigerator energy fee — \$30 per semester

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

### • Fees for musical instruction, per semester

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

One hour lesson per week ..... \$300

Courses in ensemble when given individually ..... \$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily ..... \$25 per year

Use of a practice room, one hour daily,  
and of a college instrument ..... \$50 per year

Use of organ, one hour daily ..... \$100 per year

### • Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students, at a cost of \$350 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week ..... \$300

Three lessons per week ..... \$415

### • Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials ..... \$5-63

Additional supplies ..... \$12-100

### • Chemistry laboratory course, per semester — \$6-10 plus breakage

### • Continuation fee—\$50 per semester

Students on leaves of absences or attending other institutions on exchange programs will be assessed a continuation fee to maintain enrollment status at the college.

### • Fee for nonmatriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit .....	\$2,250
For auditing, per lecture course .....	\$35
For auditing, per performance or language course .....	\$150

### • Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or nonresident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee .....	\$40
Room and board one night per week, per semester (15 weeks) .....	\$535
One four-credit course .....	\$2,250
Two four-credit courses .....	\$4,500
Three four-credit courses .....	\$6,750
Four or more four-credit courses .....	\$8,890
Each one-credit course .....	\$565

### • Student Activity Fee

This \$156 fee is set by the Student Government Association, as approved by a vote of the student body. It supports clubs and organizations on campus.

## Withdrawal Refund

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of each semester, and these commitments are not subject to change. For students attending the institution for the first time: Students withdrawing within the first 60 percent of the semester will receive a prorated refund (rounded down to the nearest 10th) based on the number of days in attendance. Students withdrawing after 60 percent of the semester has been completed will receive prorated refund for *only* the board portion (55 percent of room and board charge) of the semester charge. Each withdrawal will be subjected to a \$100 withdrawal fee.

For all other students: Students who withdraw prior to the first day of classes will receive a full refund of the comprehensive fees. Students who withdraw on or after the first day of classes will be entitled to a tuition refund for that semester as follows:

During the first week of classes .....	75 percent
During the second week of classes .....	50 percent
During the third and fourth week of classes .....	25 percent
After the fourth week of classes .....	0 percent



No refund for room charge (45 percent of room and board charge). Board will be prorated based on the number of days a student is in residence, less a \$100 fee.

Refunds of loans and grants: Federal loans and grants will be returned to the government in accordance with regulations. College grants will be reduced at the same rate as the comprehensive fees are cancelled.

All appeals to this policy will be heard by an appeals committee, consisting of the following: chief financial officer (chair), registrar, class dean and associate dean of student affairs.

The college makes arrangements for housing each student prior to the semester, again based on anticipated enrollments. These arrangements are not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion. The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later. All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Perkins Loan, Supplementary Educational Opportunity Grant (SEOG), Pell Grant, Stafford Loan, Parent Loan for Undergraduate Students (PLUS), state grants (including SSIG), institutional funds, and the student and family. An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## Payment Plans and Loan Options

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A nonrefundable administrative fee of \$40 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through Knight Tuition Payment Plans. The TERI Tuition Payment Plan is a third payment option which is administered by the Education Resources Institute and allows a family to spread payments over a 10- or 12-month period. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Following is a listing of various payment plans and loan options available. Further details about these plans are mailed by the Office of the Controller to parents of all students.

# Summary of Payment Plans and Loan Options

	STUDENT LOANS		PARENT/FAMILY LOANS	
	Federal Unsubsidized Stafford Loan	Federal Supplemental Loan to Students (FSLS)	Family Education Loan (FEL)	Family Education Loan for Tuition Prepayment Option
Eligibility	Enrollment at least 1/2 time; undergraduate or graduate borrower	Enrollment at least 1/2 time; available to independent undergraduate or graduate borrower	Creditworthy families of Smith students from any state	Creditworthy families of Smith Students who do not qualify for Smith grant aid
Annual loan limits	1st year - \$2,625 2nd year - \$3,500 3rd year - \$5,500 4th year - \$5,500 Graduate - \$8,500	1st year - \$4,000 2nd year - \$4,000 3rd year - \$5,000 4th year - \$5,000 Graduate - \$10,000	Total fees for 1 year	4 times current tuition
Aggregate loan limits	\$23,000 undergraduate; \$65,500 graduate and undergraduate combined	\$23,000 undergraduate; \$73,000 graduate and undergraduate combined	N/A	N/A
Service or origination fee	6.5%	5%	\$35	\$35
Interest rate	Variable 91-day T-bill + 3.1% Current rate: 8.5%*	Variable 1-yr. T-bill + 3.1% Current rate: 9.3%*	Fixed Rate: 8.5% Variable rate based on monthly sale of commercial paper Current rate: 5.98%*	Fixed Rate: 8.5% Variable rate based on monthly sale of commercial paper Current rate: 5.98%*
Guarantee fee	None	Up to .3%	6% of principal	6% of principal
Advantages	Allows student to borrow even if they do not qualify for financial aid; can defer payment until after graduation; available regardless of income	Allows independent student to borrow; no principal payments while in school; can accrue and capitalize interest	Low monthly payments over an extended period; choice of fixed or variable interest rate; home mortgage option	Same as FEL; also, protection against tuition increases

\*Rate effective as of February 1993

## PARENT FAMILY LOANS

Knight Extended Repayment Plan	Share Loan	Federal Parent Loan to Undergraduate Students (FPLUS)	ExtraCredit Loan	ExtraTime Loan
All Smith families	Creditworthy family of Smith students	Creditworthy parents of dependent students; credit check performed but no formal debt to income ratio analysis required	Creditworthy families of Smith students	Creditworthy families of Smith students
Total fees	\$2,000 to cost of attendance less other financial aid	Cost of attendance less other financial aid	Cost of attendance less other financial aid for 4 years	Cost of attendance less other financial aid; up to \$25,000
N/A	N/A	Cost of attendance less other financial aid	Same as above	\$100,000
\$55	None	5%	\$45	\$45
7.5% fixed through 5/94; variable thereafter Current rate: 8%*	Monthly variable: prime + 2%. One year renewable: prime + 3-4%. Current rate: 8%*	1-yr. T-Bill + 3.1% Current rate: 9.3%*	13-week T-bill + 4.5% Current rate: 7.5%*	13-week T-bill + 4.5% Current rate: 7.5%*
N/A	5%	Up to 3%	None	3%
Allows 10 years to repay; optional insurance	Long term, low interest; choice of principal and interest payments or interest only	Loan is federally guaranteed; low interest rate; extended repayment	One time application for all four years; extended repayment	Repayment of principal deferred while student is enrolled; low interest rate



## Summary of Payment Plans and Loan Options (cont.)

### PAYMENT PLANS

	Smith Ten-Month Payment Plan	Smith Tuition Prepayment Option	Knight Insured Tuition Payment Plan	TERI Tuition Payment Plan
Eligibility	All Smith families	Families not eligible for Smith grant aid	All Smith families	All Smith families
Annual loan limits	Tuition and room and board charges	4 times current tuition	Cost of attendance	Total fees
Aggregate loan limits	N/A	N/A	N/A	N/A
Service or origination fee	\$40	None	\$55	\$45
Interest rate	N/A	N/A	N/A	N/A
Guarantee fee	N/A	N/A	N/A	N/A
Advantages	Allows 10 monthly payments rather than two large payments	Participants do not incur tuition increases	Allows 12 equal payments and provides insurance against death and disability; no interest charged	No interest to pay; insurance

## Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort fully to aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan. A brochure supplementing the information here is available from the Office of Financial Aid.

To determine a student's need, a family submits the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF) to the College Scholarship Service, requesting that copies be sent to Smith. (Our code number is 3762.) The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed FAFSA and FAF from the College Scholarship Service, we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and FAF forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 82).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to any student in an emergency situation.

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until your junior year (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you will not receive college grant aid or work-study jobs during your first two years at Smith, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emer-

gency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	<b>Fall Early Decision Plan and January Transfers</b>	<b>Winter Early Decision Plan</b>	<b>Regular Decision, September Transfers and Ada Comstock Scholars</b>
Submit the Free Application for Federal Student Aid and the Financial Aid Form	Early version due November 15 Regular version due after January 1	January 1	February 1 (February 15 for Ada Comstock Scholars)
Send the Smith financial aid application and prior-year tax returns to the Office of Financial Aid	November 15	January 1	February 1 (February 15 for Ada Comstock Scholars)
Receive notification from Smith of financial aid awards	mid-December	early February	early April
Send photocopy of applicant's and parents' most recent federal income tax return to the Smith Office of Financial Aid	November 15	January 15	February 15
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1	June 1

## Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class, but must include a financial aid transcript from each institution attended. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

## Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. Grant aid from college funds is limited to the amount of the billed fees; federal or state grants and loans may pay a portion of other expenses. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence about admission should be addressed to the Ada Comstock Scholars Program Office. See p. 75.



## Financial Aid Awards

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

**Loans.** Most students borrow through the Federal Stafford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under "Payment Plans and Loan Options." Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Federal Stafford and Federal Parent Loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount suggested in the award letter, plus enough to cover required fees. Inquiries about student loans should be addressed to Shelley Cotnoir, the loan coordinator in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work eight hours a week, usually for Residence and Dining Services, with an earnings ceiling of \$1,400. Students in other classes hold regular jobs of 10 hours a week and can earn up to \$1,700. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but returning students should expect to use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the financial aid and Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts state Gilbert Grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by close to 137 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

The director of financial aid has available a number of named and restricted grants to assign, sometimes in consultation with the donor. No separate application is needed. Among the names and special purpose grants are the following:

**First Group Scholarships,** awarded to students with financial need of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three returning classes.

*The Dwight W. Morrow Scholarships.* Scholarships are awarded annually to seniors with need who are among the First Group Scholars.

**Music Scholarships.** Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship in Music.* A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

**Army and Air Force Reserve Officers Training Corps (ROTC) Scholarships** These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts.

Army ROTC does not have its own program at Smith College; however, students can take the program while attending Smith College at the University of Massachusetts through the Five College interchange. The first-year and sophomore courses can be taken without any commitment to the Army, and a two-year program is available for any interested sophomore who decides to pursue the program during the spring of that year. Upon successful completion of the program (and receipt of a bachelor's degree), graduating students will receive commissions as second lieutenants in either the active Army, the National Guard or the U.S. Army Reserves. Three- and two-year Army ROTC scholarships are available to first-year and sophomore students, and are awarded on a merit basis. These scholarships will pay \$8,000 (adjusted annually) or 80 percent, whichever is higher, of the combined total of tuition and mandatory fees. The scholarships also pay up to \$450 a year for textbooks and supplies, up to \$400 a year for optional fees and a \$100 monthly stipend each school month the scholarship is in effect. Army ROTC textbooks are provided at no cost. For additional information, contact the enrollment officer, (413) 545-2321/2322, at the University of Massachusetts.

The Air Force offers scholarships to qualified students who are working toward a bachelor's degree in any field. Graduates will receive commissions as second lieutenants in the U.S. Air Force. Scholarships paying full tuition, lab fees, incidental fees and \$100 per month during the academic term are available to students in all academic majors. Books are provided. For more information, contact the professor of aerospace studies at (413) 545-2437/2451, or write to the department at the University of Massachusetts, Amherst, MA 01003.

**Scholarships for Northampton and Hatfield Residents.** At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through

the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a college student residence if space becomes available.

**Graduate Fellowships.** Fellowships awarded for graduate work, including those open to students from foreign countries, are described on p. 35.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 10:30 a.m. and 4 p.m. Eastern time.





## Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success.

Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT and Achievement Tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need so that the cost of a college education will not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pp. 55-67.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's first year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Achievement Tests, especially the one in English composition, are strongly recommended but not required. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT and Achievement Tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 74 for further information.)

### Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college



applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT and, if possible, three Achievement Tests before her senior year. If a student has not taken all three Achievement Tests, she still may apply for Early Decision with the understanding that she must fulfill the rest of the requirements before the end of her senior year. The ACT may be substituted for the SAT and three achievement tests. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

## **Regular Decision**

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paper work for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	January 15
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
	<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>		
Submit the \$300 deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Beginning with the class of 1994, Advanced Placement credit may be used to make up a shortage of credits incurred through failure or, with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health, or to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credits may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is available may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department. Advanced Placement credit may be used to count toward the 64 credits outside the major.

## **International Baccalaureate**

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## **Interview**

We require an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is required. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## **Deferred Entrance**

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the first-year class for one year if she makes this request in writing to the director of admission by June 1.

## **Transfer Admission**

A student may apply for transfer to Smith College in January or September after the completion of one or more semester at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15. A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.

We notify candidates by the middle of April for first-semester entrance and by the middle of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good



standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pp. 69-70 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend the junior or senior year abroad.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Regular Decision Plan.

## Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Entry is in September of each year. Applications must be completed by July 1 of the year of requested entry. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## Readmission

See Withdrawal and Readmission, p. 84.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith College combines the rigorous academic challenges of our undergraduate program with a more flexible structure for women beyond traditional college age. Admission and all other matters relating to the program are directed through the Ada Comstock Scholars Program Office.

Ada Comstock Scholars have vastly different backgrounds, yet each combines her wish to continue her education with motivation, stability and commitment in order to complete a Smith Degree.

The admission process includes the submission of official transcripts from all previously attended institutions and an interview with a member of the Ada Comstock Office staff, as well as comprehensive essays. The application process must be complete by February 10; entrance to the program is in September only.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

A description of the program can be found on pp. 17-18. For more information about fees, expenses and financial aid for Ada Comstock Scholars, refer to p. 64. Inquiries, either in writing or by phone, may be addressed to the Ada Comstock Scholars Program Office.





# Academic Rules and Procedures

## Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is the completion to a minimum standard of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in residence at Smith College in Northampton; one of these years must be either the junior or the senior year. (For accelerated programs, see p. 17).

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades.

Summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. The maximum summer-school credits allowed toward the degree is 12. See Academic Credit, p. 80-81.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

### Admission to Courses

**Permissions.** Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition to the administrative board for permission to enter or drop a year-long course at midyear. The petition must be signed by the instructor of the

course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

**Seminars.** Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number the instructor will select the best-qualified candidates.

**Special Studies.** Special Studies are normally open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 23. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement.

**Internships.** An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Nonmatriculated Students.** A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. A fee will be charged. Studio art courses are not open to nonmatriculated students. Records of audits are not maintained.

## Changes in Course Registration

*During the first 10 class days:* (up to September 20 in the first semester, and February 8 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

### *After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (November 11 in the first semester, and April 6 in the second semester):
  - (1) after *consultation* with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty. The "W" will not be counted in the student's grade point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse *permission* to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

### **Fine for Late Registration**

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of the six weeks, she will be required to withdraw.

### **Five College Course Enrollments**

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for a course at one of the other four institutions no later than September 20 in the first semester, and February 8 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pp. 340-350 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved



and listed in the catalogues of the participating institutions. The same applications forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enrollment in Five College courses are included in the students' registration packets each semester. Inquiries should be addressed to the registrar.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in February and June.

The grades at Smith indicate the following:

A	(4.0)	D+	(1.3)
A-	(3.7)	D	(1.0)
B+	(3.3)	D-	(0.7)
B	(3.0)	E	(0.0)
B-	(2.7)		
C+	(2.3)	S: satisfactory (C- or better)	
C	(2.0)	U: unsatisfactory	
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** Four credits of coursework may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (October 4 in the first semester, and February 22 in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester. The four-credit maximum applies to all students.

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than four credits (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Beginning with the class of 1994, Advanced Placement credit may be used to make up a shortage of credits incurred through failure or, with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health, or to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

## Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses taken after matriculation for the degree may be counted for the degree. With the approval of the administrative board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

## Shortage of Credits

A shortage of credits incurred in any semester or year may be made up by an equivalent amount of work carried above the normal 16-credit program, or with Advanced Placement credit according to the guidelines above, or with approved summer-school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

## Interterm Credit

Credit is granted for Interterm courses at Smith only. No course credit is given for work done elsewhere during Interterm.

## Repeating Courses

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

## Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits. They may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

### Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, or (2) her record indicates more than an eight-credit shortage for more than two consecutive semesters.

### Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

### Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the administrative board, the honor board, the judicial board or the dean of the college. There will be no refund for tuition or room fees.



## The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## Leaves, Withdrawal and Readmission

### Leaves of Absence

A student who wishes to be away from the college for personal or academic reasons for a semester or academic year may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The housing deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her room deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. For final evaluation of credit, an official transcript must be sent from the other institution to the registrar.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office).

## **Medical Leave**

If a student leaves the college on the advice of the health services for medical reasons, notification will be sent to her family. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

## **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the counseling service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

## **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

# Courses of Study, 1993-94

	Designation	Academic Division
Major and Minor in the Department of <b>Afro-American Studies</b>	AAS	I
Interdepartmental Major in <b>American Studies</b>	AMS	II
Interdepartmental Major in <b>Ancient Studies</b>	ANS	I/II
Major and Minor in <b>Anthropology</b>	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in <b>Archaeology</b>	ARC	I/II
Major and Minors in the Department of <b>Art</b>	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of <b>Astronomy</b>	AST	III
Interdepartmental Major in <b>Biochemistry</b>	BCH	III
Major and Minor in the Department of <b>Biological Sciences</b>	BIO	III
Major and Minor in the Department of <b>Chemistry</b>	CHM	III
Major and Minors in the Department of <b>Classical Languages and Literatures</b>	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in <b>Comparative Literature</b>	CLT	I
Major and Minors in the Department of <b>Computer Science</b>	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Simulation and Modeling	CSM	III
Major and Minor in the Five College <b>Dance</b> Department	DAN	I
Minor in the Department of <b>East Asian Languages and Literatures*</b>	EAL	I
Interdepartmental Minor in <b>East Asian Studies</b>	EAS	I/II
Major and Minor in the Department of <b>Economics</b>	ECO	II
Major and Minor in the Department of <b>Education and Child Study</b>	EDC	II
Interdepartmental Minor in <b>Engineering</b>	EGR	III
Major and Minor in the Department of <b>English Language and Literature</b>	ENG	I
Interdepartmental Minor in <b>Ethics</b>	ETH	I/II/III
Minor in the Department of <b>Exercise and Sport Studies</b>	ESS	III
Interdepartmental Minor in <b>Film Studies</b>	FLS	I/II

**Key:** Division I The Humanities  
Division II The Social Sciences and History  
Division III The Natural Sciences

\*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)



Majors in the Department of <b>French Language and Literature</b>	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of <b>Geology</b>	GEO	III
Major and Minor in the Department of <b>German Language and Literature</b>	GER	I
Major and Minor in the Department of <b>Government</b>	GOV	II
Major and Minor in the Department of <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I/II/III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Major and Minor in the Department of <b>Italian Language and Literature</b>	ITL	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I/II
Interdepartmental Major and Minor in <b>Latin American Studies</b>	LAS	I/II
Interdepartmental Minor in <b>Logic</b>	LOG	I/III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Major and Minor in the Department of <b>Mathematics</b>	MTH	III
Interdepartmental Major and Minor in <b>Medieval Studies</b>	MED	I/II
Major and Minor in the Department of <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Major and Minor in the Department of <b>Philosophy</b>	PHI	I
Major and Minor in the Department of <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Major and Minor in the Department of <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II/III
Major and Minor in the Department of <b>Religion and Biblical Literature</b>	REL	I
Majors in the Department of <b>Russian Language and Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in <b>Sociology</b>	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of <b>Spanish and Portuguese*</b>	SPP	I
Majors: Spanish	SPN	I
Latin American Literature	SLL	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPN	I
Latin American Literature	SLL	I
Major and Minor in the Department of <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Major and Minor in <b>Women's Studies</b>	WST	I/II/III

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\*Portuguese language courses are designated POR.

Extrdepartmental Course in <b>Accounting</b>	ACC	II
Interdepartmental Course in <b>General Literature</b>	GLT	I
Interdepartmental Courses in the <b>History of Western Ideas</b>	HWI	I II
Interdepartmental Courses in <b>Philosophy and Psychology</b>	PPY	I III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in <b>African Studies</b>	AFC	
Five College Certificate in <b>International Relations</b>	IRC	
Five College Certificate in <b>Latin American Studies</b>	LAC	
Five College Self-Instructional <b>Language Program</b>	SIL	

## Deciphering Course Listings

### Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies
	400a/b (variable credit, as assigned)
	404a (first semester, four credits)
	404b (second semester, four credits)
	408d (full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall; a “b” in the spring; a “c” indicates a summer course given abroad; and a “d” indicates a full-year course in which credit is granted after two

semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a	Forms of Writing
ENG 101b	A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a	Introduction to Biology
BIO 112b	A continuation of 111a
	Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed “101a, 102b. Prerequisite for 102b is 101a.”

Language courses are numbered to provide consistency among departments.

The introductory elementary course in each language is numbered 100.

The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.

Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).

Courses at the introductory of intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Courses approved for listing in multiple departments and programs are identified



by the three-letter designation of the home department and described in that department's course listings.

### Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

### Instructors

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § director of a Junior Year Abroad Program
- <sup>1</sup> appointed for the first semester
- <sup>2</sup> appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

### Meeting Times

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

### Other Symbols and Abbreviations

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.
- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 85.
- S/U: Satisfactory/unsatisfactory. See p. 84.
- [ ] Courses in brackets will not be offered during the current year.

# Afro-American Studies

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## Associate Professors

†Cynthia Smith, Ph.D.

Louis E. Wilson, Ph.D., *Chair*

## Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

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## Lecturers

<sup>1</sup>Ernest Allen, Ph.D.

<sup>1</sup>John H. Bracey, Ph.D.

<sup>2</sup>E. Shelton Burden, J.D.

Students majoring or minoring in Afro-American studies must take two of 111a, 113a, or 117a.

### 111a Introduction to Black Culture

An introduction to the multidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts and the social, political, cultural and economic experience of people of African ancestry, focusing on the United States.

4 credits

*Ernest Allen*

M W 1:10-2:30 p.m.

### [113a Survey of Afro-American Literature: 1760 to Present]

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature. To be offered in 1994-95.

4 credits

*Cynthia Smith*

### 117a History of Afro-American People

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems and

the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B.

DuBois, Booker T. Washington and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King Jr., Malcolm X and Shirley Chisholm.

4 credits

*Louis Wilson*

T Th 9-10:20 a.m.

### [201b The Literature of French-Speaking African and Caribbean Peoples in Translation]

An examination of the cultural, social and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry and drama from the early part of the 1900s to the present. Offered in alternate years. To be offered in 1994-95.

4 credits

### 212a Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy.

4 credits

*To be announced*

To be arranged

**SOC 213b Ethnic Minorities in America****THE 214a Black Theatre****217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. Recommended: 111a or b, 113a, or 117b.

4 credits

*To be announced*

To be arranged

**[218b History of Southern Africa (1600 to about 1980)]**

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural and economic interrelationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600.

To be offered in 1994-95.

4 credits

*Louis Wilson*

**[SOC 218a Urban Sociology]****220a Women of the African Diaspora**

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology, or women's studies.

4 credits

*John Bracey*

M W 9-10:50 a.m.

**GOV 227a Government and Politics of Sub-Saharan Africa****ANT 231a Africa: A Continent in Crisis****237b Major Black Writers**

This is a course in which we read five works by black male writers and five works by black female writers. We will ask—among other questions—what role gender plays in shaping themes, structures and other literary devices within the selected works. We will read such classic works as *Native Son*, *Invisible Man* and *Go Tell It On the Mountain* along with such newer works as *Beloved*, *The Color Purple*, *Wild Seed* and *Corregidora*.

4 credits

*To be announced*

To be arranged

**PHI 240a Philosophy and Women****[243b Afro-American Autobiography]**

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Julius Lester's *Lovesong* and Patricia Williams' *The Alchemy of Race and Rights*. To be offered in 1994-95.

4 credits

*Cynthia Smith*

**PSY 267b Psychology of the Black Experience****[270b The History of Afro-Americans in the South From the Civil War to the 1950s]**

Topics include the Civil War, Reconstruction, the Populist revolt, disfranchisement and segregation and the reimposition of white supremacy. The emergence of Black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington, W.E.B. DuBois and others will also be discussed. To be offered in 1994-95.

4 credits

*Louis Wilson*



### **278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970**

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 30. Not open to first-year students. Recommended: 117.

4 credits

*Louis Wilson*

T Th 10:30-11:50 a.m.

### **287b History of Africa to c. 1900**

A survey of African cultural, economic and political development from prehistory to the beginning of colonial rule. The course surveys African cultures and migrations from 6000 B.C. to c. 1900; the development of economic and political systems in response to the continent's diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and southern Africa, the Swahili coast and the interlacustrine region of East Africa.

4 credits

*Louis Wilson*

T Th 1-2:50 p.m.

### **THE 315b Colloquium: African and Caribbean Theatre**

### **GOV 321b Seminar in Comparative Government**

### **321a Seminar: Afro-American Folk Culture**

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept and the artistic image as related to cultural and political forces within the popular culture.

Prerequisites: 111a.

4 credits

*To be announced*

To be arranged

### **326b Seminar: The Sociocultural Development of the Afro-American Woman**

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature.

4 credits

*To be announced*

To be arranged

### **335b Seminar: Free Blacks in the U.S. Before 1865**

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: 117a.

4 credits

*Louis Wilson*

W 7:30-9:30 p.m.

### **[348a Black Women Writers]**

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. To be offered in 1994-95.

4 credits

*Cynthia Smith*

### **369b Seminar: Blacks and American Law**

Selected topics in Black legal history. Historical continuity for the changing relationship between American jurisprudence and Black Americans between 1640 and 1986. Statutory and case law that determined the role of Blacks in American society and the use of the law by Blacks to gain civil and personal

rights in society. Prerequisite: GOV 100d, or a course in American history.

4 credits

*E. Shelton Burden*

M 7:30-9:30 p.m.

#### **404a Special Studies**

Required for senior majors.

4 credits

#### **404b Special Studies**

4 credits

Courses in other departments recommended for and related to the major in Afro-American Studies: [ANT 232a], 340b; DAN 272a, 375b; ECO 230b; GOV 311b; HST 113a, 114b, [266a], 267b, [272b], 273b, [275a], [276b]; PSY 267b; SOC 203b.

## **The Major**

**Adviser:** Louis Wilson.

**Adviser for Study Abroad:** Louis Wilson.

Basis: two of the following: 111a, [113a], 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

## **The Minor**

**Adviser:** Louis Wilson.

Basis: two of the following: 111a, [113a], or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social and literary study of the Afro-American woman.

## **Honors**

**Director:** Louis Wilson.

#### **430d Thesis**

8 credits

#### **431a Thesis**

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

# American Studies

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Daniel Horowitz, Ph.D., Professor of American Studies and of History, *Director*

Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies

<sup>1</sup>Mitziko Sawada, Ph.D., Lecturer

Marjorie Richardson, M.A., Lecturer

Marc Pachter, Ph.D., Lecturer

<sup>1</sup>Sherry Marker, M.A., Lecturer

<sup>1</sup>Robert Nysten, M.B.A., Lecturer

<sup>2</sup>Kenneth Hafertepe, Ph.D., Assistant Professor

<sup>2</sup>Brenda Jo Bright, M.A., Lecturer

## American Studies Committee

Robert Averitt, Professor of Economics

Daniel Horowitz, Professor of American Studies and of History

Helen Lefkowitz Horowitz, Professor of History and of American Studies

†Donald Leonard Robinson, Professor of Government

Peter Isaac Rose, Professor of Sociology and Director, Diploma Program in American Studies

Neal E. Salisbury, Professor of History

Helen E. Searing, Professor of Art

Susan R. Van Dyne, Professor of English Language and Literature and of Women's Studies

Richard Fantasia, Associate Professor of Sociology

Richard Millington, Associate Professor of English Language and Literature

Louis Wilson, Associate Professor of Afro-American Studies

John Davis, Assistant Professor of Art

Alice Hearst, J.D., Instructor in Government

Marjorie Richardson, Lecturer in American Studies

Prospective majors should take HST 113a and 114b plus courses in both American and non-American subjects in the humanities and social sciences.

## 201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of two critical periods of cultural transformation: the American Renaissance of the 1840s and 1850s, and the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of

women, family structure, social class and urban experience. Normally taken in the sophomore year. Prerequisite: HST 113a or the equivalent, or permission of the instructors. Not limited to American studies majors. 4 credits

*Helen Lefkowitz Horowitz, Richard Millington*

T Th 1-2:30 p.m.

## 202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: HST 113a and 114b or the equivalents, AMS 201, or permission of the instructor. Enrollment limited to American studies majors.



4 credits

*Daniel Horowitz*

T Th 1-2:20 p.m.

### 220a Colloquium

Topic for 1993-94: The Magazine in American Culture. This course will explain the history of American magazines and their effect on our society by concentrating on a few noteworthy periodicals of the 20th Century. The course will consider the interweaving of editorial and business decision-making within magazine companies, the purity or impurity of their journalistic and artistic work, the effect of specific magazines on American culture and the ways in which the magazine teams succeed and fail. The last third of the course will revolve around the cooperative work of several small teams to create an editorial, design and business prospectus for an imaginary new magazine. Admission by permission of the instructor. Enrollment limited to 25.

4 credits

*Robert Nylan*

M W 2:40-4 p.m.

### 221b Colloquium

Topic for 1993-94: Latin American Popular Culture in the United States. The focus of this course will be on analyzing various forms of Latino popular culture in order to understand Latino experiences and cultures in the United States. The course will examine a variety of Latino forms, including Latino music and dance, Spanish-language television, Chicano low riders, murals, graffiti, films and art. We will use ethnographic cases and cultural studies approaches to consider how popular cultural forms work, how different cultural forms negotiate and resolve very different sets of social contradictions and what the terms of these social contradictions are in the United States. Admission by permission of the instructor. Enrollment limited to 25.

4 credits

*Brenda Jo Bright*

M W 2:40-4 p.m.

### 230a Colloquium: The Asian American Experience

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socio-

economic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the "model minority"? Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25.

4 credits

*Mitziko Sawada*

T Th 3-4:15 p.m.

### 302b Seminar: The Material Culture of New England, 1630-1860

Using the collections of Historic Deerfield Inc. and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Enrollment limited.

4 credits

*Kenneth Hafertepe*

M 2-4 p.m.

### 340b Symposium in American Studies

Limited to senior majors. Contact American Studies office for details.

4 credits

#### A. Topic in Political Economy

*To be announced*

To be arranged

#### B. Topic in Cultural Studies

This symposium will explore biography and autobiography. After a look at some of the theoretical issues raised by the writing of life stories, we will read works that dramatize key issues and themes. Using the resources of the Sophia Smith Collection and the Smith College Archives, each student will research and write a biographical study.

*Helen Lefkowitz Horowitz*

T 3-4:50 p.m.; Th 3-4:50 p.m. at the option of the instructor

### 350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary

journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the Director of the Program. Enrollment limited. Admission by permission of the instructor.

4 credits

*Sherry Marker*

T 3-4:50 p.m.

### **351b Seminar: Writing About American Society**

A repetition of 350a.

4 credits

*S. Richard Todd*

Th 3-4:50 p.m.

### **404a Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **404b Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **408d Special Studies**

Admission by permission of the instructor and the director.

8 credits

## **Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of

modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

### **410a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only.

*Donald Robinson, Director*

4 credits

### **411a Seminar: Telling Lives: 20th-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography and biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.

4 credits

*Marc Pachter*

### **412a Research Project at the Smithsonian Institution**

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. Donald Robinson, Director

8 credits

## Requirements for the American Studies Major

**Advisers:** Robert Averitt, John Davis, Richard Fantasia, Alice Hearst, Daniel Horowitz, Helen Lefkowitz Horowitz, Richard Millington, Donald Robinson, Peter Rose, Helen Searing, Susan Van Dyne, Louis Wilson.

Because of the wide-ranging interests and methods included within American studies, careful consultation between a student and her adviser is crucial to the planning of the major. Each student and her adviser will work out, at the time of declaring her major, a plan for fulfilling its requirements. These plans may be revised with the approval of the adviser.

In order to focus their studies of American society and culture, majors will choose between two concentrations, *Political Economy* and *Cultural Studies*. Students concentrating in *Political Economy* will examine issues of power and equality, public institutions, social and economic history and structure, political and social movements and large-scale processes of change such as urbanization, industrialization and immigration. The *Cultural Studies* concentration will explore America through its characteristic forms of expression—literature, art, religion, philosophy, popular culture, mass media—and the relationship between these forms and social, political and economic structures. The past as well as the present is encompassed in both concentrations, as are questions of race, ethnicity, class and gender.

Requirements: 12 semester courses, as follows:

1. HST 113a and 114b, or the equivalents;
2. 201b and 202a;
3. Seven courses in the American field, at the intermediate level or above. Five of these courses must be within the student's concentration, two outside of it. At least one of the seven courses must be a seminar;
4. 340b.

In addition, students are strongly urged to take one or more courses outside the major that will enable them to make explicit comparisons between the United States and another society or culture.

## Honors

**Director:** Daniel Horowitz.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the seven courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines and American Studies 570b, Diploma Thesis (see note below).

**555a Seminar: American Society and Culture**

Topic for 1993–94: Social, Political and Cultural Issues to 1880. For Diploma students only.

4 credits

*Daniel Horowitz*

M 7:30–9:30 p.m.

**556b Seminar: American Society and Culture**

Topic for 1993–94: Social and Political Issues since 1880. For Diploma students only.

4 credits

*Peter Rose*

M 7:30–9:30 p.m.

**570b Diploma Thesis**

4 credits

*Peter Rose and others*



# Ancient Studies

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**Adviser:** Scott Bradbury, Assistant Professor of Classical Languages and Literatures

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Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either [HST 202a] or 204a. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level and above) or LAT (200-level and above); two from ancient history (200-level and above); and three from such courses as ARC 211a, ARH 209b, [211b], [212a], 214a, 215b, 310b, CLS 227a, 230b, 232b, EDC 221a, GOV 261a, PHI 124a, REL 210a, 220b, 285b, 287b, [312b], [382b].

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

## Honors

**Director:** Scott Bradbury.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

# Anthropology

## Professor

Elizabeth Erickson Hopkins, Ph.D., *Chair*

## Associate Professors

Frédérique Apffel Marglin, Ph.D.

Donald Joralemon, Ph.D.

\*Arturo Escobar, Ph.D.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have permission of the instructor for courses above the introductory level.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies.

4 credits

Donald Joralemon, Lec. M W 2:40-4 p.m.;

dis. M 7:30-8:20 p.m. or T 8-8:50 a.m.

Frédérique Apffel Marglin, T Th 10:30-11:50 a.m.

### 130b Introduction to Cultural Anthropology

A repetition of 130a.

4 credits

Arturo Escobar, M W 2:40-4 p.m.

Frédérique Apffel Marglin, T Th 10:30-11:50 a.m.

### 131b Human Evolution

The physiological, social and ecological premises of human behavior. Primate social and communication systems. The biology of human language. The cultural and physical history of our species and the implications of our biological, social and technological capacities for survival in the 21st century.

4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

### 231a Africa: A Continent in Crisis

Traditional sub-saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy and Christianity on traditional institutions and values; the changing roles of women, urbanization, ethnicity and national identity.

4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

### [232a Politics in Non-Western Societies]

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the African state and the Inca Empire. The continuing vitality of traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. Forging a national identity: ideology and reality. Special emphasis will be placed on sub-Saharan Africa and on the native Americas. To be offered in 1994-95.

4 credits

### 235b Ritual and Myth

The first part of this course will examine orality and literacy in the context of the study of myth as well as the mythic character of scientific discourses. The second part of the course will examine the effect of a rationality dominated knowledge system on the understanding of ritual. Several case studies of

rituals in both Western and non-Western societies will be studied as embodied forms of knowledge and efficacy. Prerequisite: 130 or permission of the instructor.

4 credits

*Frédérique Apffel Marglin*

M W 1:10-2:30 p.m.

### **[236b Economic Anthropology]**

An introduction to the many uses of economic principles, theories and methods by anthropologists. Discussion of history and evolution of an economic perspective in anthropology. Presentation of contemporary theoretical and applied issues that benefit from closer collaborations between anthropologists and economists. Case materials used to show the intersection of anthropology and economics in a wide range of cultural and social settings. To be offered in 1994-95.

4 credits

### **[237a Native South Americans: Conquest and Development]**

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. To be offered in 1994-95.

4 credits

### **241b Development Anthropology**

An introduction to mainstream and critical views of Third World development and their implications for anthropology. "Development anthropology" is seen as both a mode of knowledge and a technique of action in the context of changing socioeconomic, political and cultural configurations. Special attention is given to an anthropological practice that is sensitive to current attempts at transforming dominant approaches to development, especially through grassroots efforts.

4 credits

*Arturo Escobar*

M W 11 a.m.-12:10 p.m.

### **242b Psychological Anthropology**

The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological

anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease and the cultural determination of modes of thought.

4 credits

*Donald Joralemon*

T Th 10:30-11:50 a.m.

### **[243b The Pursuit of Ecology: Gender, Knowledge, Culture]**

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will begin by taking stock of the situation ecologically and will end with a suggestion of what an ecological way of life might look like. To be offered in 1994-95.

4 credits

### **244a Woman/Body/Self Cross-Culturally**

The course will examine critically the categories "woman," "body," "self." It will make use of extensive material from other cultures as well as subcultures in the U.S. and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works.

4 credits

*Frédérique Apffel Marglin*

T Th 1-2:30 p.m.

### **[245b Women in Development]**

An overview of the role of anthropology in efforts to integrate a consideration of gender in development assistance in the Third World. Focus on women's productive and reproductive responsibilities in such areas as agriculture, informal sector microenterprises, formal sector employment and environment. Relevance of anthropology will be discussed in terms of qualitative and quantitative research and its importance to the formulation of development policy. (E)

4 credits

### **[247b Anthropology of Art]**

The relationship between art, ritual and cosmology and the underlying power of visual images. The symbolism of space and the human body. Problems of indigenous



and Western art criticism. Examples from Africa, Oceania, Europe and America. (E).  
4 credits

### **248a Medical Anthropology**

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer.

The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30.

4 credits

*Donald Joralemon*

M W 11 a.m.-12:10 p.m.

### **330b History of Anthropological Theory**

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography and experimental ethnography (feminist, indigenous and self-reflective ethnography). Prerequisite: 130 or permission of the instructor.

4 credits

*Arturo Escobar*

Th 2:30-5 p.m.

### **DAN 375b The Anthropology of Dance**

## **Seminars**

### **340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World**

The impact of European political and economic expansion since the 16th century. Factors in the transformation or tenacity of traditional institutions and values with particular reference to the pressures of modernization, the changing roles of women, Christianity and sectarian protest and strategies of resistance and evasion in the national arena. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

T 3-4:50 p.m.

### **341a Seminar: Ritual, Ideology and Power**

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity and radical Islam as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

T 3-4:50 p.m.

### **[342b Seminar: Topics in Anthropology]**

Permission of the instructor is required.

4 credits

### **343b Seminar: Knowledge and Power: The Encounter Between Western Science and India**

This seminar will focus on India and the West. We will first situate the dominant way of knowing historically and identify its epistemology and ontology. We will then look at the impact Western science has had on Indian ways of knowing, exploring their historical roots. We will follow the debates in India on science as well as the road India has taken since independence. We will also focus on resistances to the dominant model and the many experiments in Gandhian and alternative science going on in India today as well parallel developments in the U.S. Some of the lectures for this seminar will be shared with Philosophy 250b "Epistemology: Ways of Knowing," taught by Kathryn Addelson.

4 credits

*Frédérique Apffel Marglin*

T Th 1-2:20 p.m.

### **344b Seminar: Topics in Medical Anthropology**

Topic for 1993-94: Perspectives in Critical Medical Anthropology. Critical Medical Anthropology is the theoretical paradigm which seeks to combine analyses of the political economy of health with traditional local-level ethnography. After reading programmatic essays and case examples, students undertake research projects which test the utility of the approach. Prerequisite: 248 or permission of the instructor.

4 credits

*Donald Joralemon*

T 3-4:50 p.m.

## General Courses

### 404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major in Anthropology

**Advisers:** Arturo Escobar, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin.

**Adviser for Study Abroad:** Elizabeth Hopkins.

Requirements: 130 or 131 (basis), 330, one anthropology seminar and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see page 103).

## The Major in Sociology and Anthropology

**Advisers:** Arturo Escobar, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald

Joralemon, Frédérique Marglin, Patricia Miller, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Anthropology

**Advisers:** Arturo Escobar, Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel Marglin.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar.

## Honors

**Director:** Frédérique Apffel Marglin.

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

## Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the Archaeology Minor (see pages 104-105) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are available at the University of Massachusetts. Among those which will be offered in 1993-94 are:

- ANTH 337 Archaeology of Meso America
- ANTH 367 Archaeology Survey: Method and Practice
- ANTH 369 North American Archaeology
- ANTH 397 Material Culture and Museology

## Concentration in Biological Anthropology

The following courses, which will be offered at the University of Massachusetts in 1993-94, may be used to fulfill a concentration in biological anthropology:

- ANTH 208 Human Ecology
- ANTH 271 Human Evolution
- ANTH 317 Primate Behavior
- ANTH 320 Research Techniques in Physical Anthropology
- ANTH 497A Special Topics: Nutritional Anthropology
- ANTH 515 Primate Anatomy



# Archaeology

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## Advisory Committee

N.C. Christopher Couch, Assistant Professor of Art

H. Allen Curran, Professor of Geology

Bruce Dahlberg, Professor of Religion and Biblical Literature, *Director*

\*Karl Donfried, Professor of Religion and Biblical Literature

Justina W. Gregory, Professor of Classical Languages and Literatures

Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Associate Professor of Art

Barbara Kellum, Associate Professor of Art

Richard Lim, Assistant Professor of History

†Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

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The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

## 211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from American studies, anthropology, art history, classics, geology, history, religion and Near Eastern studies. Students will consider archaeological method and its application to various disciplines. Central to discussion will be the uses of archaeology in reconstructing aspects of prehistorical, historical and more recent human life and culture.

4 credits

*Bruce Dahlberg*

M W 1:10-2:30 p.m.

## 404a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors.

4 credits

## 404b Special Studies

4 credits

## 424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs.

4 credits

## The Minor

Requirements:

1. ARC 211.
2. Fieldwork is normally required, whether for academic credit or without academic credit, and it can be done in a variety of ways and places. Credit for academically approved fieldwork may count as one of the six courses required for the minor. A list of approved field programs is available from the Advisory Committee.

3. Four additional courses (if the fieldwork carries academic credit) or five (if the fieldwork does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from among suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the adviser. See also 404a, b (above).

No more than two courses counting toward the student's major program may be counted toward the archaeology minor.

**Advisers:** Any member of the Archaeology Advisory Committee (above).

# Art

## Professors

Elliot Offner, M.F.A.  
 Helen Searing, Ph.D.  
 \*Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)  
 \*Chester J. Michalik, M.F.A.  
 Jaroslaw Volodymyr Leshko, Ph.D.  
 †Dwight Pogue, M.F.A.

## Associate Professors

Gary L. Niswonger, M.F.A.  
 Susan Heideman, M.F.A., *Chair*  
 Caroline Houser, Ph.D.  
 \*Craig Felton, Ph.D.  
 A. Lee Burns, M.F.A.  
 Barbara A. Kellum, Ph.D.

## Assistant Professors

N.C. Christopher Couch, Ph.D.  
 Brigitte Buettner, Ph.D.  
 Martha Armstrong, M.A.  
 John Davis, Ph.D.  
 †John Moore, Ph.D.

## Lecturers

Ruth Mortimer, M.S.  
 Richard Joslin, M.Arch.  
 Carl Caivano, M.F.A.  
 John Gibson, M.F.A.  
 Katherine Schneider, M.F.A.  
 Suzannah Fabing, A.M.  
<sup>2</sup>Alice Grier Jarrard

Many courses are offered in alternate years; students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages, especially German, Italian and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or other places in the vicinity for the study of original works of art.

Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

## THE HISTORY OF ART

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

## Introductory Course

There are no prerequisites for ARH 100d; it is open to everyone.

## Survey

**ARH 100d Introduction to the History of Art (L)**

Historical and analytical study of representa-



tive major works of art from antiquity to the present. Credit is given only upon completion of both semesters. Art majors must take this course for a letter grade.

8 credits

*Directors: Brigitte Buettner (first semester);*

*John Davis (second semester)*

M W F 11 a.m.-12:10 p.m. and one 50

minute discussion section.

### Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

## Asian, African, Pre-Columbian and Native American

### ARH 201b Native American Art and Architecture

An introduction to Native American art and architecture, concentrating on contemporary and modern traditions. The course concentrates on the artistic traditions of what is now the United States and Canada, and includes selected traditions from Latin America. Recommended background: 100d.

4 credits

*N.C. Christopher Couch*

T Th 1-2:50 p.m.

### ARH 203a African Art (L)

The archaeology, architecture and arts of Sub-Saharan Africa, from c. A.D. 500 to the present. The course will include museum trips. Recommended background: 100d. (E)

4 credits

*N.C. Christopher Couch*

M W 1:10-2:30 p.m.

### [ARH 204b Pre-Columbian Art and Architecture (L)]

A survey of the arts and architecture of Native Americans, concentrating on Mesoamerica, Andean South America and Central America prior to the European conquest, from the second millennium B.C. to the sixteenth century A.D. The course will include museum trips. Recommended background: 100d. (E)

4 credits

*N.C. Christopher Couch*

### [ARH 207a The Art of China (L)]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208.

4 credits

### [ARH 208b The Art of Japan (L)]

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207.

4 credits

### [ARH 213a The Art of India (L)]

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions.

4 credits

## Ancient

### ARH 209b Etruscan Art (L)

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The "irregularities" of Etruscan art, its relation to Greek art and the questions it poses to our conception of the canon of Western art are explored.

4 credits

*Barbara Kellum*

T Th 9-10:20 a.m.

### [ARH 210a The Art of Ancient Egypt and the Aegean Bronze Age (L)]

The architecture, sculpture, painting and minor arts of Egypt and of Cyclades, Crete and the Greek mainland between 3000 and 1000 B.C. The course will consider the rediscovery of the art of these civilizations on modern times and the modern interpretations of the art. The course will include museum trips.

4 credits

### [ARH 211b The Art of Greece (L)]

Architecture, sculpture, painting and the minor arts from the prehistoric background

to the late Hellenistic age. Offered in alternate years.

4 credits

### **[ARH 212a The Art of Rome (L)]**

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political and religious environment that produced them.

4 credits

### **ARH 214a Greek Sculpture (C)**

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums.

4 credits

*Caroline Houser*

T Th 10:30-11:50 a.m.

### **ARH 215b Ancient Cities and Sanctuaries (L)**

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical, evidence. Planning, architecture and artistic forms as shaped by social, political and religious factors.

4 credits

*Caroline Houser*

T Th 10:30-11:50 a.m.

## **Medieval**

### **[ARH 221a Early Medieval Art (L)]**

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; "paganism" and Christianity; royal, monastic and female patronage. Offered in alternate years.

4 credits

### **[ARH 222b Romanesque Art (L)]**

Architectural, sculpted and pictorial arts from the 11th and 12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. Offered in alternate years.

4 credits

### **ARH 224b Gothic Art (L)**

Religious and secular architectural, sculpted and pictorial arts from the twelfth through the early fifteenth century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. Offered in alternate years.

4 credits

*Brigitte Buettner*

M W F 11 a.m.-12:10 p.m.

## **Renaissance, Baroque and Rococo**

### **[ARH 233a Early Italian Renaissance Art (L)]**

Painting, sculpture and architecture from 1225 to 1475. Recommended background: 100d. Offered in alternate years.

4 credits

### **[ARH 234a Renaissance Architecture (L)]**

European architectural theory and practice, 1250-1560. Contextual analysis of innovations in Italy; character and purpose of their subsequent transmission throughout Europe and in the Spanish colonies of the Americas. Recommended background: 100d. Offered in alternate years.

4 credits

### **[ARH 235b Italian Sixteenth-Century Art (L)]**

Painting, sculpture and architecture of the High Renaissance to the last years of the Counter-Reformation. Recommended background: 100d. Offered in alternate years.

4 credits

### **ARH 241a Baroque Art (L)**

Major works of painting and sculpture of the seventeenth century, especially in Italy, France and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years.

4 credits

*Craig Felton*

T Th 9-10:20 a.m.

### **[ARH 242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries (L)]**

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting.

4 credits

**[ARH 243b Art of the Spanish Habsburgs (L)]**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-sixteenth century to Charles II, the last of the line, at the end of the seventeenth century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. 4 credits

**[ARH 244a Baroque Architecture (L)]**

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, 1563-1793. Some colonial developments also considered. Focus throughout on the fundamental interdependence of architecture and society. Recommended background: 100d. Offered in alternate years. 4 credits

**[ARH 245a Arts of the Contact Period]**

The arts of Spanish Colonial America, including the United States, Mexico and Central and South America, from the fifteenth to the nineteenth centuries, with a particular focus on the encounter of Native American and European cultures. Recommended background: ARH 100d. (E) 4 credits

**[ARH 246a Art of the Eighteenth Century in Europe (L)]**

Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. To be offered in 1994-95. 4 credits

**Modern****ARH 251a Nineteenth-Century Art (L)**

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100d. 4 credits

*Jaroslav Leshko*

T Th 1-2:50 p.m.

**ARH 252b History of Photography (L)**

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Recommended background: 100d. Enrollment limited.

4 credits

*To be announced*

To be arranged

**ARH 253a Arts in North America: Colonial Period to Civil War (L)**

Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting and the ties to European modes in all media. Recommended background: 100d.

4 credits

*John Davis*

M W 2:40-4 p.m.

**[ARH 254b Arts in the United States Since the Civil War (L)]**

Art and architecture of the late 19th and 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: 100d.

4 credits

**ARH 255a Nineteenth-Century European Capitals (L)**

"Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Subject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socioeconomic and ethnic groups and the contributions of artists and authors to the image and fabric of selected cities. Offered in alternate years.

4 credits

*Helen Searing*

M W F 11 a.m.-12:10 p.m.

**ARH 256b Twentieth-Century Art (L)**

Twentieth-century movements in Europe and America. Recommended background: 100d or 251a.

4 credits

*Jaroslav Leshko*

T Th 1-2:50 p.m.

**[ARH 257b American Architecture and Urbanism (L)]**

The history of building and city planning in America, with special emphasis on the past



200 years. Recommended background: 100d.  
To be offered in 1994-95.  
4 credits

### **ARH 258b Architecture of the Twentieth Century (L)**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d, 202, 255, 257, or 280. Offered in alternate years.  
4 credits  
*Helen Searing*  
M W F 2:40-4 p.m.

### **[ARH 292b Film and Art History (C)]**

Prerequisites: 100d and a 200-level course in twentieth century art. Enrollment limited to 20. Screening fee.  
4 credits

## **Courses with Topics that Change Annually and Methodological and Comparative Courses**

### **[ARH 202b The History of City Planning and Landscape Design (L)]**

Urban and landscape design as fundamental shapers of cultures. Topics include the relationship of cosmological, utopian and political ideals to functional and practical requirements; social and ideological significance of design; differences between country and city life. Recommended background: 100d.  
4 credits

### **ARH 205a Great Cities (L)**

Topic for 1993-94: Pompeii. A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freedpeople as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th, 19th and 20th Century art will also be discussed. Prerequisite: 100d.  
4 credits

*Barbara Kellum*

M W F 10-10:50 a.m.

### **[ARH 260b The History of Graphic Arts (C)]**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. Enrollment limited to 25.  
4 credits

### **ARH 261a The Composition of Books (C)**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor. Enrollment limited to 12.  
4 credits  
*Ruth Mortimer*  
T 3-4:50 p.m.

### **ARH 280j Museum Studies**

An examination of the historical evolution of art museums, from the late Renaissance to today. Students will visit a range of museums to assess the ways in which the differing missions of these museums affect their collecting policies and programs. Through visits and class projects they will also learn about the behind-the-scenes operations that are required in order to meet the fundamental goals of all art museums: preserving, collecting, exhibiting and interpreting the world's artistic heritage. An optional trip to New York on the weekend after classes end will include visits to an art dealer, auction house and private collection in order to introduce additional issues that inflect the development of public collections. Prerequisites: ARH 100 and one ARH course at the 200 level. Enrollment limited to 10. (E).  
3 credits

*Suzannah Fabing (Director and Chief Curator, Smith College Museum of Art)*

T W 2-4 p.m. (class/practicum), and Th F all day (site visits) January 3-21, 1994.

### **ARH 290a Architectural Studies (C)**

Topic for 1993-94: The Impact of Publications and Exhibitions on the Practice and Theory of Modern Architecture. Admission by permission of the instructor.  
4 credits

*Helen Searing*

M W 2:40-4 p.m.

### **[ARH 290b Architectural Studies (C)]**

Admission by permission of the instructor.  
4 credits

### **ARH 291a Art Historical Methods (C)**

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one 200-level art history course, or permission of the instructor.  
4 credits  
*Brigitte Buettner*  
Th 3-4:50 p.m.

**ARH 293a Art Historical Studies (C)**

Topic for 1993-94: Classical Mythology in Western Art.

Prerequisite: 100d or CLS 227.

4 credits

*Caroline Houser*

T 3-4:50 p.m.

**ARH 293b Art Historical Studies (C)**

Topic for 1993-94: Relics, Reliquaries and Pilgrimages. Interdisciplinary study of artistic, economic, social and ritual aspects of the cult of relics. While the course will focus on the medieval West, some consideration will be given to similar phenomena in other cultural areas and in modern times. Prerequisite: permission of the instructor.

4 credits

*Brigitte Buettner*

Th 3-4:50 p.m.

## Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, student may receive credit for them toward the Art History major and minor.

**AMS 302b The Material Culture of New England 1630-1860**

Not for seminar credit in art history.

**[EAS 270a Colloquium in East Asian Studies: The Art of Korea (C)]****[EAS 279b The Art and Culture of Tibet (C)]****HST 218a Thought and Art in China (C)****[REL 274b Japanese Buddhism and Buddhist Art (L)]**

## Seminars and Special Studies

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

**ARH 304b Arts of Africa, Oceania and the Americas**

Topic for 1993-94: Aztec Manuscripts.  
4 credits

*N.C. Christopher Couch*

T 3-4:50 p.m.

**ARH 310b Greek Art**

Topic for 1993-94: Originals, Copies and Fakes. A study of original works of art and differences between them and various replicas and imitations. How can we distinguish between originals, copies and fakes? What are the cultural characteristics of environments that produce original works of art, those that quote or copy established compositions and those in which fakes or forgeries abound? Primary focus on the art of Classical and Hellenistic Greece and its reflections in the arts of other cultures and other times.

4 credits

*Caroline Houser*

W 1:10-3 p.m.

**ARH 315b Studies in Roman Art**

Topic for 1993-94: Popular Culture in the Roman World. A multidimensional cultural analysis of objects made for women and men from all walks of life, throughout the Roman world. By considering the visual encodings in scenes on mass-produced terra cotta lamps and graffiti, in jewelry and luxury tableware, in literary texts, costly funerary monuments, fine statuary and wall paintings, we'll assess what these objects can reveal about modes of representation and life in another era: its spectacles, its passions and its visual pleasures.

4 credits

*Barbara Kellum*

T 1-2:50 p.m.

**[ARH 321b Studies in Medieval Art]**

4 credits

**[ARH 331b Northern European Art]**

4 credits

**ARH 333a Italian Renaissance Art**

Topic for 1993-94: Sixteenth Century Venice.  
4 credits

*Craig Felton*

W 1:10-3:10 p.m.

**[ARH 342a Seventeenth-Century Art]**

4 credits

**[ARH 348b English Art, Architecture and Design in the Nineteenth Century]**

Emphasis on the relationships among literature, social theory and the arts.  
4 credits

**[ARH 351b Nineteenth-Century European Art]**

4 credits

**[ARH 352b Colloquium: Art Historical Studies]**

Prerequisite: 100d or permission of the instructor.

4 credits

**ARH 354b American Art**

Topic for 1993-94: Nineteenth-Century Landscape Imagery. A focused exploration of landscape painting before the Civil War, with collateral investigations of landscape photography, park and suburban design and postbellum changes in the representation of landscape.

4 credits

*John Davis*

Th 1-2:50 p.m.

**ARH 356a Twentieth-Century Art**

Topic for 1993-94: The Pioneers of Abstraction. An investigation of artists, movements and theories that were instrumental in the development of abstract art in the twentieth century.

4 credits

*Jaroslav Leshko*

T 3-4:50 p.m.

**[ARH 359a Modern Architecture]**

4 credits

**[ARH 375b Asian Art]**

4 credits

**ARH 400a Special Studies**

1 to 4 credits

**ARH 400b Special Studies**

1 to 4 credits

**ARH 408d Special Studies**

8 credits

**Graduate Courses****ARH 580a Advanced Studies**

4 or 8 credits

**ARH 580b Advanced Studies**

4 or 8 credits

**ARH 580d Advanced Studies**

8 credits

**ARH 590d Research and Thesis**

8 credits

**STUDIO COURSES**

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

**Introductory Courses**

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200 and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

**ARS 161a Design Workshop I**

An introduction to visual experience through a study of the basic principles of design.

4 credits

*A. Lee Burns, Director*

M W 1:10-4 p.m., *A. Lee Burns*; T Th 9-11:50 a.m., *Carl Caivano*; T Th 1:10-4 p.m., *Carl Caivano*

**ARS 161b Design Workshop I**

A repetition of 161a.

4 credits

*A. Lee Burns, Director*

T Th 1:10-4 p.m., *Carl Caivano*; W F 8-10:50 a.m., *Chester Michalik*

**[ARS 162a Design with Computers]**

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 20.

4 credits



**ARS 162b Design with Computers**

A repetition of 162a.

4 credits

*Gary Niswonger*

M W 1:10-4 p.m.

**ARS 163a Drawing I**

An introduction to visual experience through a study of the basic elements of drawing.

4 credits

*Gary Niswonger, Director*M W 8-10:50 a.m., *Katherine Schneider*; M W1:10-4 p.m., *Gary Niswonger*; T Th 9-11:50a.m., *Martha Armstrong*; T Th 1:10-4 p.m.,*John Gibson***ARS 163b Drawing I**

A repetition of 163a.

4 credits

M W 8-10:50 a.m., *Katherine Schneider*; M W1:10-4 p.m., *Katharine Schneider*; T Th 8-10:50 a.m., *Susan Heideman*; W F 1:10-4p.m., *Elliot Offner***[ARS 171a Introduction to the Materials of Art]**

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20.

4 credits

**Intermediate Courses**

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200 level and above courses, provided they work with a different instructor.

**ARS 262b Design Workshop II**

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*A. Lee Burns*

M W 1:10-4 p.m.

**ARS 264a Drawing II**

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*John Gibson*

T Th 9-11:50 a.m.

**ARS 264b Drawing II**

A repetition of 264a. Enrollment limited to 15.

4 credits

*Martha Armstrong*

T Th 9-11:50 a.m.

**[ARS 265b Color]**

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years.

4 credits

**ARS 266a Painting I**

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Martha Armstrong*

T Th 1:10-4 p.m.

**ARS 266b Painting I**

A repetition of 266a.

4 credits

*Martha Armstrong*

T Th 1-4 p.m.

**[ARS 267a Watercolor Painting]**

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b and 266a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

**[ARS 269a Offset Printmaking I]**

Printmaking using the flat-bed offset press with hand-drawn lithographic plates. One project will feature photo halftone printmaking. May be repeated once for credit. Prerequisites: 163a or b and permission of the instructor. Enrollment limited to 12.

4 credits

**[ARS 270b Offset Monoprinting]**

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b and 163a or b, or per-

mission of the instructor. Enrollment limited to 15.

4 credits

### **ARS 271b Graphic Arts**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, 162a or b, 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years.

4 credits

*Gary Niswonger*

T Th 1-4 p.m.

### **[ARS 272b Intaglio Techniques]**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161a or b, 162a or b, 163a or b and permission of the instructor. Enrollment limited to 15.

4 credits

### **ARS 273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*A. Lee Burns*

M W 9-11:50 a.m.

### **ARS 275a An Introduction to Printing**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

4 credits

*Elliot Offner*

W F 8-10:50 a.m.

### **ARS 276b Calligraphy and Lettering**

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15.

4 credits

*Elliot Offner*

W F 8-10:50 a.m.

### **ARS 277a Woodcut**

The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15.

4 credits

*Elliot Offner*

W F 1:10-4 p.m.

### **ARS 280a Introduction to Architecture, City Planning and Landscape Design**

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24.

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

### **ARS 281b Introduction to Architecture, City Planning and Landscape Design**

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24.

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

### **ARS 282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section.

4 credits

*To be announced*

T Th 9-11:50 a.m.; T Th 1-4 p.m.

### **ARS 282b Photography I**

A repetition of 282a.

4 credits

*Chester Michalik*

W F 1:10-4 p.m.

## **Advanced Courses**

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

### **ARS 362a Painting II**

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15.

4 credits

*Susan Heideman*

T Th 9-11:50 a.m.

### **ARS 362b Painting II**

A repetition of 362a.

4 credits

*John Gibson*

T Th 9-11:50 a.m.

**[ARS 369b Offset Printmaking II]**

Advanced study in offset printmaking. Emphasis on color printing combining lithography, monoprinting and woodblock printing. One project will feature photo-printmaking. Prerequisites: 269a and/or permission of the instructor. Enrollment limited to 12.  
4 credits

**ARS 372a Graphic Arts II**

Advanced study in printmaking, with emphasis on etching or lithography. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15.  
4 credits

*Gary Niswonger*

T Th 1-4 p.m.

**ARS 374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12.  
4 credits

*A. Lee Burns*

M W 9-11:50 a.m.

**[ARS 376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. To be offered in 1993-94.  
4 credits

**ARS 381a Architecture**

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 15.  
4 credits

*Richard Joslin*

T Th 1-4 p.m.

**ARS 381b Architecture**

A continuation of 381a. Prerequisite: 381a.  
4 credits

*Richard Joslin*

T Th 1-4 p.m.

**ARS 382a Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites:

282a or b and permission of the instructor.

Enrollment limited to 15.

4 credits

*To be announced*

W F 1:10-4 p.m.

**ARS 382b Photography II**

A repetition of 382a.

4 credits

*To be announced*

T Th 9-11:50 a.m.

**ARS 383b Problems in Landscape Design**

Prerequisite: permission of the instructor.

4 credits

*To be announced*

To be arranged

**ARS 384b Advanced Studies in Photography**

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. (E)

4 credits

*To be announced*

T Th 1-4 p.m.

**ARS 400a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.  
1 to 4 credits

**ARS 400b Special Studies**

1 to 4 credits

**ARS 408d Special Studies**

8 credits

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

**Graduate****ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture**

4 credits

*Members of the Department*



**ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Art, or Sculpture**

4 credits

*Members of the Department*

**ARS 582d Architecture**

8 credits

**ARS 583d Landscape Architecture**

8 credits

## Honors

**Co-directors of the Honors Committee:**

Art History: Craig Felton; Studio Art: Gary Niswonger

Basis: ARH 100d.

**ARH 430d Thesis**

8 credits

**ARS 430d Thesis**

8 credits

Requirements: ARH 100d. ARH 291 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

## The Major

**Advisers:** Brigitte Buettner, Lee Burns, Christopher Couch, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie.

**Art History Adviser for Study Abroad:**

Caroline Houser.

**Art Studio Adviser for Study Abroad:**

Dwight Pogue.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art), or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or sophomore year.

**Areas of Study (Alpha—Epsilon).** Courses in the history of art are divided into areas that reflect the various time periods and civilizations studied in the course. These areas are:

Alpha (Ancient): 209; 210; 211; 212; 214; 215; 310; 315.

Beta (Medieval): 221; 222; 224; 321.

Gamma (Renaissance, Baroque and Rococo): 233; 234; 235; 241; 242; 243; 244; 246; 331; 333; 342.

Delta (Modern): 251; 252; 253; 254; 255; 258; 292; 348; 351; 352; 354; 356; 359.

Epsilon (Asian, African and Pre-Columbian): 201; 203; 204; 207; 208; 213; 304; 375.

Courses with topics that change annually (ARH 202; 205; 290; 293) may be placed in the appropriate Alpha—Epsilon groupings depending on the topic of the courses. Other courses not in the Alpha—Epsilon list may be counted for credit toward the major but not toward the fulfillment of area distribution.

### Plan A, The History of Art

Basis: 100d.

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history seminar; one course in studio art (ARS). The seven semester courses in art history must be distributed in at least four different areas of study Alpha—Epsilon. The studio art course should be taken no later than the first semester of the junior year. Students are required to write at least one research paper (not a term paper for a 200-level course); usually this will be written for a seminar but it may be an Honors Thesis or Special Studies project.

### Plan B, Studio Art

Basis: ARH 100d and ARS 163a or b.

Requirements: the basis; seven additional studio art courses; two additional art history courses from two different areas of study, to be selected from the list beginning with Alpha and ending with Epsilon. At least one of the seven studio courses required should

be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171 a or b; and ARS 265a or b. In addition, seniors will be required to install a senior show, which will normally occur in the spring semester.

### Plan C, Architecture

Basis: ARH 100d, ARS 280a, ARS 281b and ARS 161a or b or ARS 162a or b.

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus ARH 202, 204, 205, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359) and/or their equivalents in other Five College institutions, of which three should be courses from two of the Alpha through Epsilon study areas. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

## The Minors

### Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as she desires within the skeletal structure of the requirements.

**Advisers:** Members of the art history faculty.

**Requirements:** ARH 100d; any three additional courses in the history of art at the 100 and 200 level; and at least one art history seminar (a 300-level course).

### Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

**Advisers:** Members of the studio art faculty.

Requirements: ARS 161a or b, or ARS 162a or b; ARS 163a or b; any three courses in studio art at the 200 level; and any one course in studio art at the 300 level.

### Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

**Adviser:** Richard Joslin.

Requirements: ARH 202 and ARH 205.

Four courses from the following: ARH 215, ARH 257, ARH 290, ARH 258, ARH 234, ARH 244 and ARH 255.

### Plan 4, Graphic Arts

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163 (basis); (2) 260 History of Graphic Arts or 261, Composition of Books; and (3) any four from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

# Astronomy

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## Professors

Richard E. White, Ph.D., *Chair*  
 Suzan Edwards, Ph.D.

## Five College Faculty

Thomas Travis Army, Ph.D. (Associate Professor, University of Massachusetts)  
 Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)  
 William A. Dent, Ph.D. (Professor, University of Massachusetts)  
 George S. Greenstein, Ph.D. (Professor, Amherst College)  
 Edward Robert Harrison, F.Inst.P. (Professor, University of Massachusetts)  
 William Michael Irvine, Ph.D. (Professor, University of Massachusetts)  
 Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)  
 John Kwan, Ph.D. (Professor, University of Massachusetts)  
 Read Predmore, Ph.D. (Associate Professor, University of Massachusetts)

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F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)  
 Stephen E. Schneider, Ph.D. (Assistant Professor, University of Massachusetts)  
 Michael F. Skrutskie, Ph.D. (Assistant Professor, University of Massachusetts)  
 Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)  
 Karen M. Strom (Senior Researcher, University of Massachusetts)  
 Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)  
 Eugene Tadamaru, Ph.D. (Associate Professor, University of Massachusetts)  
 David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)  
 Martin D. Weinberg, Ph.D. (Assistant Professor, University of Massachusetts)  
 Judith S. Young, Ph.D. (Associate Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They

include, among others, an observatory on the roof of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.



**100a A Survey of the Universe**

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in which basic ideas about the forces of nature underlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification and optical observing with the telescopes of the Five College Astronomy Department.

4 credits  
*Richard White*

T Th 9-10:20 a.m.; dis. Th 1-1:50 or 2-2:50 p.m.

**111b Introduction to Astronomy**

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102a or the equivalent.

4 credits  
*Suzan Edwards*

M W F 1:10-2:20 p.m.; lab M 7 p.m.

**113a FC13a The Solar System**

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the earth and other planets.

4 credits  
*William Dent*

M W F 1:25-2:15 p.m. at UMass

**219b FC19b Astronomy I: Planetary Science**

A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science.

4 credits  
*To be announced*

T Th 2:30-3:45 p.m. at Hampshire

**220a FC20a Cosmology**

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111a or b and one physical science course.

4 credits  
*Edward Harrison*

M W 2:30-3:45 p.m. at UMass

**221a FC21a Astronomy II: Stars and Stellar Evolution**

Observational data on stars: masses, radii and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulation and data manipulation. Prerequisites: MTH 111a or b and PHY 115a.

4 credits  
*Michael Skrutskie, George Greenstein*

T Th 2:30-3:45 p.m. at Amherst; computer lab to meet at Amherst T 4-5:15 p.m.

**222b FC22b Astronomy III: Galactic and Extragalactic Astronomy**

Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star

clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation and current theories of the origin and expansion of the universe. Continuation of scientific programming labs from AST 221. Prerequisite: 221a.

4 credits

*Richard White*

T Th 2:30-3:45 p.m. at Amherst; computer lab T 4-5:15 p.m. at Amherst

### **234a FC34a History of Astronomy**

Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe and Ptolemaic system; Islamic developments, rise of the medieval universe and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology.

4 credits

*Tom Dennis*

M W 2:30-3:45 p.m. at Mount Holyoke

### **337a FC37a Observational Techniques in Optical and Infrared Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: 221a and 222b.

4 credits

*Suzan Edwards, Stephen Strom*

M W 2:30-3:45 p.m. at Smith; evening lab to be arranged

### **338b FC38b Techniques of Radio Astronomy**

Equipment, techniques and the nature of cosmic radio sources. Radio receiver and

antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214.

4 credits

*To be announced*

T Th 2:30-3:45 p.m. at UMass

### **340b FC40b Seminar: Topics in Astrophysics**

Topic for 1993-94: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: 222b.

4 credits

*To be announced*

M W 2:30-3:45 p.m. at Amherst

### **343a FC43a Astrophysics I**

A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photoionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations. No previous astronomy courses required. Prerequisites: PHY 214, 220, 348.

4 credits

*David Van Blerkom*

M W F 1:25-2:45 p.m. at UMass

### **404a Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational



work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology.

#### 404b Special Studies

8 credits

## The Major

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115a in the fall semester and begin astronomy with 111b or 119b in the spring semester.

**Basis:** 221a and 222b.

**Requirements:** 12 semester courses, including the basis, PHY 115a, 116b and 210a, two courses selected from MTH 211a or b, 212a or b, 222b, 225b and PHY 211b and two astronomy courses at the 300 level or above.

The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern

astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a non-scientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing, or science education.

**Basis:** 111b or 221a.

**Requirements:** Six semester courses, including the basis, PHY 115a and 116b, and three further intermediate or advanced astronomy courses, including 222b.

## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

#### 430d Thesis

8 credits

#### 432d Thesis

12 credits

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres



# Biochemistry

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## Advisers

Kenneth Hellman, Professor of Chemistry, *Director*

Jeanne Powell, Professor of Biological Sciences

Stylianos Scordilis, Professor of Biological Sciences

\*David Bickar, Associate Professor of Chemistry

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 210a and CHM 224b before the junior year.

## 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids.

Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others.

3 credits

*Stylianos Scordilis*

T Th 9-10:20 a.m.

## 253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently.

2 credits

*Stylianos Scordilis*

T 1-4:50 p.m.

## CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 112a or b.

4 credits

*George Fleck*

Lec. M W F 9-9:50 a.m.; lab F 1:10-4 p.m.

## 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b.

4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

## [CHM 357b Selected Topics in Biochemistry]

Topic: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission

of the instructor. Offered in alternate years.  
To be offered in 1994-95.  
3 credits

#### **400a Special Studies**

Variable credit as assigned

#### **400b Special Studies**

Variable credit as assigned

#### **400d Special Studies**

Variable credit as assigned

#### **432d Thesis**

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry and an oral presentation of the honors research.

## **The Major**

Requirements: BIO 111a, 112b, 230a and 231a; CHM 111a or 115a, 222b, 223a, 224b; BCH 252b and 253b, 352a.

Electives: at least two courses from the following list\*:

BIO 232b (233b)	Genetics
[BIO 250b, 251b]	Plant Physiology]
BIO 256a, 257a	Animal Physiology
BIO 334a (335a)	Molecular Biology
BIO 342b (343b)	Molecular Genetics
[BIO 348a (349a)]	Molecular Physiology]
CHM 228b	Bio-Organic Chemistry
CHM 332b	Physical Chemistry
CHM 335a	Physical Chemistry of Biochemical Systems
[CHM 336b]	Enzyme Kinetics]
[CHM 357b]	Selected Topics in Biochemistry]
CHM 363b	Advanced Inorganic Chemistry

\*A 48-credit hour major can be met by choosing two three-credit courses as electives. Other combinations of electives will lead to more than 48 credit hours in the major. A student must take a minimum of 64 credits in courses outside the major. Courses in chemistry or biology not on the list of electives count outside the biochemistry major.

## **Honors**

**Director:** Stylianos Scordilis.

#### **430d Thesis**

8 credits

# Biological Sciences

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## Professors

Carl John Burk, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D., *Chair*  
 Jeanne A. Powell, Ph.D.  
 Stephen G. Tilley, Ph.D.  
 \*Philip D. Reid, Ph.D.  
 Robert B. Merritt, Ph.D.  
 Margaret Anderson Olivo, Ph.D.  
 †Richard Francis Olivo, Ph.D.  
 Stylianos P. Scordilis, Ph.D.

## Associate Professors

Richard T. Briggs, Ph.D.  
 Steven A. Williams, Ph.D.  
 Paulette Peckol, Ph.D.

## Adjunct Associate Professors

Thomas S. Litwin, Ph.D.  
 Leslie R. Jaffe, M.D.

## Assistant Professors

Virginia Hayssen, Ph.D.  
 Gisela F. Erf, Ph.D.  
 Alan Bombusch, Ph.D.

## Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

## Lecturers

Richard H. Munson, Ph.D.  
 Mary Helen Laprade, Ph.D.

## Laboratory Instructor

Graham R. Kent, M.Sc.

## Teaching Fellows

LouAnn Bierwert, B.A.  
 Sarah Cooper-Ellis, B.S.  
 Jesse L. Lang, B.S.  
 Robert McMaster, B.A., M.S.T.  
 Lori Saunders, B.A.

## Wilens Fellow

Heather Thompson, B.A.

The following seven courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

### 100b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended.

4 credits

*Elizabeth Tyrrell*

T Th 9-10:20 a.m.

### 104b Human Biology

A study of the systems of the human body, their functions, development and genetics, as

they relate to health, disease and human society.

4 credits

*Jeanne Powell, Stephen Tilley*

Lec. T Th 9-10:20 a.m.; labs Section A: T 1-2:50 p.m.; Section B: T 3-4:50 p.m.

### 105b "Animals Without Backbones": Invertebrates and Human Society

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and litera-



ture. A course in high school biology is strongly recommended.

4 credits

*Mary Laprade*

M W F 1:10-2:30 p.m. plus additional hour for demonstrations

### **200d Horticulture**

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Laboratory (201d) must be taken concurrently.

6 credits

*Richard Munson*

T Th 9-10:20 a.m.

### **201d Horticulture Laboratory**

Practical application of horticultural practices and techniques to include transplanting, propagation, garden design and installation and identification of plants. Horticulture (200d) must be taken concurrently.

2 credits

*Richard Munson*

T Th 10:30-11:50 a.m.

### **206a Conservation of Natural Resources**

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation and wildlife. One previous semester of college science strongly recommended.

4 credits

*John Burk*

T Th 10:30-11:50 a.m.

### **[208a Women's Medical Issues]**

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. In addition to biological aspects, social, ethical and political aspects of these topics will be considered. Not open to first-year students. To be offered in 1994-95.

4 credits

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in

biology are not required to take 111a or 112b. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

### **111a Introduction to Biology**

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems.

4 credits

*Richard Briggs, Philip Reid, Graham Kent*

Sec. A: M W F 10-10:50 a.m., Th 4-4:50 p.m.

Sec. B: T Th 10:30-11:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50 p.m.; E: W 1:10-3 p.m.; F: Th 9-10:50 a.m.;

G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

### **112b Introduction to Biology**

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include classical genetics, evolution, taxonomy, the kingdoms of organisms, form and function in plants and animals and the ecology of populations and communities. The course includes a weekend half-day field trip. Prerequisite: 111a or permission of the course director.

4 credits

*Paulette Peckol (Course Director), Alan Bornbusch, Graham Kent*

Lec. M W F 10-10:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50 p.m.; E: W 1:10-3 p.m.; F: Th 9-10:50 a.m.;

G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

### **MTH 107a Basic Statistics with Applications**

An introduction to statistics that teaches broadly relevant concepts, and students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial, Poisson and normal probability distributions; point and interval estimates of means and proportions; one- and two-sample tests for means and proportions; principles of experimental design, analysis of variance and regression analysis. Students choose between the Tuesday lab for biology majors and the Thursday lab for those with other interests. A strong background in high-school algebra is a prerequisite.

site. Enrollment in lab sections limited to 15.  
4 credits

*Stephen Tilley, Katherine Halvorsen (Mathematics)*

M W F 1:10-2:30 p.m.; lab T or Th 1-2:50 p.m.

### **230a Cell Biology**

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b.

Laboratory (231a) is optional.

4 credits

*Stylianios Scordilis, Jeanne Powell*

M T W F 8-8:50 a.m.

### **231a Cell Biology Laboratory**

Techniques include spectrophotometry, enzyme kinetics, light and electron microscopy, electrophoresis, cell culture and autoradiography as well as student designed projects.

Additional prerequisite: 230a, which should be taken concurrently.

1 credit

*Stylianios Scordilis, Jeanne Powell*

M 1:10-4 p.m.; M 7-9:50 p.m.; T 1-3:50 p.m.

### **232b Genetics**

A course in molecular, population and evolutionary genetics. Topics will include transmission genetics, DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance and developmental genetics. Additional prerequisites: CHM 111a or 115a. Laboratory (233b) is optional.

4 credits

*Steven Williams, Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

### **233b Genetics Laboratory**

A laboratory course designed to complement the lecture material in 232b. Basic techniques of molecular genetics, including recombinant DNA and DNA synthesis will be covered in several organized sessions; and basic techniques of transmission genetics, such as gene mapping, will be covered by an independent project of student choice. Additional prerequisite: 232b, which should be taken concurrently.

1 credit

*Steven Williams, Alan Bornbusch*

M 1:10-4 p.m. or T 1-4 p.m.

### **GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis**

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications.

Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E)

1 credit  
*John Brady (Geology), Richard Briggs, Robert Newton (Geology)*

Lec. M T W Th 8:30 a.m.-noon January 10-13, 1994; two hour lab to be arranged F January 14 and M T W Th F January 17-21.

### **240a Plant Biology**

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional.

4 credits

*Philip D. Reid*

M W F 1-2 p.m.

### **241a Plant Biology Laboratory**

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student designed research project is included. Additional prerequisite: 240a, which should be taken concurrently.

1 credit

*Philip D. Reid*

Th 1:10-4 p.m.

### **242a Invertebrate Zoology**

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend

field trip to the Massachusetts coast will be scheduled. Laboratory (243a) must be taken concurrently.

4 credits

*Mary Laprade*

T Th 9-10:20 a.m.

### **243a Invertebrate Zoology Laboratory**

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. Field work on Cape Cod or other suitable coastal locations. 242a must be taken concurrently.

1 credit

*Mary Laprade*

T Th 1-2:50 or T Th 3-4:50 p.m.

### **244b Vertebrate Biology**

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates from ostracoderms to oryx. Laboratory (245b) is optional.

4 credits

*Virginia Hayssen*

T Th 10:30-11:50 a.m.

### **245b Vertebrate Biology Laboratory**

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, primarily through a comparison of sharks and mammals. One Saturday field trip may be scheduled. 244b should be taken concurrently.

1 credit

*Virginia Hayssen*

W or Th 1-4 p.m.

### **[250b Plant Physiology]**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. To be offered in 1994-95.

4 credits

*Philip D. Reid*

### **[251b Plant Physiology Laboratory]**

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis

is on individual research projects. 250b is a prerequisite or must be taken concurrently. To be offered in 1994-95.

1 credit

*Philip D. Reid*

### **254a General Bacteriology**

This course examines bacterial morphology and growth, and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently.

3 credits

*Elizabeth Tyrrell*

M 1:10-2:30 p.m., W F 1:10-2 p.m.

### **255a General Bacteriology Laboratory**

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently.

2 credits

*Elizabeth Tyrrell*

W F 2:10-4 p.m.

### **256a Animal Physiology**

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 115a. Laboratory (257a) is optional.

4 credits

*Gisela Erf*

M W F 10-10:50 a.m.

### **257a Animal Physiology Laboratory**

Experiments using a variety of different vertebrate and invertebrate organisms will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. 256a is a prerequisite or must be taken concurrently.

1 credit

*Gisela Erf*

W 1:10-4 p.m., Th 1:10-4 p.m., or F 1:10-4 p.m.

### **260a Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities and the dynamics of ecosystems. Laboratory (261a) is optional. A



weekend field trip will be included for students not enrolled in laboratory.

4 credits

*Stephen Tilley*

T Th 10:30-11:50 a.m.

### **261a Principles of Ecology Laboratory**

Introduction to ecological communities of southern New England and to the investigation of ecological problems via field work, statistical analysis and computer simulation. Additional prerequisite: 260a, which should be taken concurrently.

1 credit

*Stephen Tilley*

Th 1-3:50 p.m.

### **262b Evolution and Systematics**

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation and macroevolutionary patterns.

4 credits

*Stephen Tilley*

M W F 1:10-2:30 p.m.

### **264a Marine Ecology**

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) is optional except for students planning to minor in Marine Sciences.

4 credits

*Paulette Peckol*

T Th 9-10:20 a.m.

### **265a Marine Ecology Laboratory**

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. Laboratory is required in the minor in Marine Sciences.

1 credit

*Paulette Peckol*

M 1:10-4 p.m. or T 1-3:50 p.m. and two weekend field trips.

### **266b Plant Systematics**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently.

3 credits

*John Burk*

Th 3-4:50 p.m.

### **267b Plant Systematics Laboratory**

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently.

1 credit

*John Burk*

F 1:10-4 p.m.

### **BCH 252b Biochemistry I: Biochemical Structure and Function**

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others.

3 credits

*Stylianios Scordilis*

T Th 9-10:20 a.m.

### **BCH 253b Biochemistry I Laboratory**

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently.

2 credits

*Stylianios Scordilis*

T 1-4:50 p.m.

### **[330b Neurophysiology]**

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory

(331b) must be taken concurrently. To be offered in 1994-95.

4 credits

### **[331b Neurophysiology Laboratory]**

Electrophysiological recording of signals from neurons, including a self-designed project in the second half of the semester.

330b must be taken concurrently. To be offered in 1994-95.

1 credit

### **332a Histology**

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional.

4 credits

*Richard Briggs*

M W F 11 a.m.-12:10 p.m.

### **333a Histology Laboratory**

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: 5 students. Additional prerequisite: 332a, which should be taken concurrently.

1 credit

*Richard Briggs*

T 1-4:50 p.m.

### **334a Molecular Biology**

The underlying bases of molecular structure and function, with particular emphasis on protein and nucleic acid biochemistry and related techniques of physical biochemistry.

Additional prerequisites: 230a and CHM

223a. Laboratory (335a) is optional.

3 credits

*Stylianos Scordilis*

W 1:10-4 p.m.

### **335a Molecular Biology Laboratory**

Enzyme purification and analysis using current analytical techniques including SDS and iso-electric focusing and two-dimensional gel electrophoresis, Western blotting, analytical ultracentrifugation, viscometry and enzyme kinetics. Minimum enrollment: 5 students.

Additional prerequisite: 231a. 334a is a prerequisite or must be taken concurrently.

2 credits

*Stylianos Scordilis*

Th 1-4:50 p.m.

### **336b Introduction to Biological Fine Structure**

Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently.

3 credits

*Richard Briggs*

T Th 10:30-11:50 a.m.

### **337b Introduction to Biological Fine Structure Laboratory**

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission electron microscopes and associated photographic processes.

Independent projects are emphasized. 336b must be taken concurrently.

2 credits

*Richard Briggs*

Th or F 1-4:50 p.m.

### **[338b Morphology of Algae and Fungi]**

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. To be offered in 1994-95.

4 credits

### **[339b Morphology of Algae and Fungi Laboratory]**

The laboratory will focus on concepts discussed in lecture and will include a small, independent project. A weekend field trip is included. Additional prerequisite: completed basis for the major. 338b must be taken concurrently. To be offered in 1994-95.

1 credit

### **[340b Principles of Virology]**

Introduction to current concepts of virus multiplication and effects on host cells. Addi-

tional prerequisite: 230a. Laboratory (341b) is optional. To be offered in 1994-95.  
4 credits

### **[341b Principles of Virology Laboratory]**

Bacteriophages are used as model systems to demonstrate virus isolation, propagation, titration and inactivation. Additional prerequisite: 254a/255a. 340b is a prerequisite or must be taken concurrently. To be offered in 1994-95.  
1 credit

### **342a Molecular Genetics**

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning and genetic engineering in genetic analysis. Additional prerequisites: 232b or BCH 252b. Laboratory (343a) is optional. Recommended: 254a.  
4 credits  
*Steven Williams*  
T Th 10:30-11:50 a.m.

### **343a Molecular Genetics Laboratory**

A laboratory course designed to complement the material covered in 342a. Each year a different gene is cloned and analyzed as a semester-long project by the entire class. Techniques used will include DNA isolation, transformation, Southern blot analysis, DNA synthesis and DNA sequencing. Although scheduled for one afternoon per week, students must be prepared to come to the laboratory an additional hour each week. Additional prerequisite: 342a, which should be taken concurrently, and 233b or BCH 253b. Recommended: 255a.  
1 credit

*Steven Williams*

W 1-4 p.m., additional hour to be arranged

### **344b Immunology**

An introduction to the immune system; molecular, cellular and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies and immunopathology. Additional prerequisite: 230a. Recommended: 232b and 254a/255a. Laboratory (345b) is optional.  
4 credits

*Gisela Erf*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### **345b Immunology Laboratory**

Immunological techniques used in immune

diagnosis and as research tools. Exercises include isolation, quantification and isotyping of antibodies, ELISA, immunocytochemistry, immune cell population analysis and cell culture. 344b is a prerequisite or must be taken concurrently.

1 credit

*Gisela Erf*

W 1:10-4 p.m.

### **346b Developmental Biology**

A study of the experimental evidence for interacting systems in fertilization, cleavage, gastrulation and the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in the development of organisms. Additional prerequisite: 230a or permission of the instructor. Laboratory (347b) must be taken concurrently.

4 credits

*Jeanne Powell*

M W F 11 a.m.-12:10 p.m.

### **347b Developmental Biology Laboratory**

Experimental analysis of selected developmental systems, including amphibian oogenesis, sea urchin, frog and chick development and tissue culture studies of nerve-muscle relationships. 346b must be taken concurrently.

1 credit

*Jeanne Powell*

T 1-4:50 p.m.

### **[348a Molecular Physiology]**

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1994-95.

3 credits

### **[349a Molecular Physiology Laboratory]**

Laboratory models and techniques in cellular physiology at the molecular level including: subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: 5 students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concur-



rently. To be offered in 1994-95.

2 credits

### 350b Biogeography

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics.

4 credits

*John Burk, Mary Laprade*

M W F 11 a.m.-12:10 p.m.

### 352a Animal Behavior

An analysis of the what, how and why of behavior with emphasis on independent thought. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) must be taken concurrently.

4 credits

*Virginia Hayssen*

T 1-4 p.m.

### 353a Animal Behavior Laboratory

An analysis of the what, how and why of behavior with emphasis on independent discovery. 352a must be taken concurrently.

1 credit

*Virginia Hayssen*

Th 1-5 p.m.

### 354a Species Extinction and Conservation

The application of ecological, genetic and evolutionary knowledge to the global crisis of species extinction and biodiversity loss. Topics include causes of species extinctions, the value of biodiversity and how populations and communities can be managed to conserve species. Lectures and discussions. Prerequisites: one of the following or the equivalent: 232b, 260a, 262b, 264a, or permission of the instructor. Laboratory (355a) is optional.

4 credits

*Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

### 355a Species Extinction and Conservation Laboratory

Through six class or small group projects, participants gain experience in quantitative field and laboratory methods and their application to problems in species conservation. Subjects include population censusing and genetics, computer modeling of population

viability, habitat fragmentation and species diversity and public attitudes towards species conservation. 354a is a prerequisite or must be taken concurrently. (E).

1 credit

*Alan Bornbusch*

T 1-4:50 p.m.

### 356a Plant Ecology

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently.

3 credits

*John Burk*

Th 3-4:50 p.m.

### 357a Plant Ecology Laboratory

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently.

1 credit

*John Burk*

F 1:10-4 p.m.

### 400a Special Studies

Variable credit (1 to 5) as assigned

### 400b Special Studies

Variable credit (1 to 5) as assigned

## Seminars

### 360b Topics in Molecular Biology

Topic for 1993-94: The Human Genome Project. Both scientific and ethical issues will be discussed. What are the goals of the project, and how will it influence the future of human genetics and medical research? Prerequisite: a course in genetics or molecular biology.

3 credits

*Steven Williams*

Th 3-5 p.m.

### [362a Topics in Organismal Biology]

3 credits

### 364b Topics in Environmental Biology

Contemporary topics in the field of marine sciences. Specific emphasis on coastal devel-

opment and pollution, e.g., oil spills, wetland loss, coral reef disturbances. Prerequisite: an ecology course and permission of the instructor.

3 credits

*Paulette Peckol*

W 1:10-3:30 p.m.

### [PPL 303b Public Policy for Marine and Coastal Resources]

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology.

4 credits

### 366a Topics in Cellular Biology

Topic for 1993-94: The Crisis in Antibiotic Resistance: Are the Microbes Winning the War? Readings and discussion of the rise in multiple resistance of pathogens to commonly used antimicrobial drugs. Two oral presentations and a long paper on a selected microorganism, with emphasis on the pathogen itself, its mode of resistance and possible means of overcoming or circumventing the resistance. Prerequisite: 254a or 230a or permission of the instructor.

3 credits

*Elizabeth Tyrrell*

Th 7-9 p.m.

### [368a Topics in Evolutionary Biology]

Prerequisite: permission of the instructor.

3 credits

### 370j Tropical Ecology of Belize

This course will focus on the diverse marine and terrestrial habitats in this tropical environment, including coral reefs, mangrove forests and rain forests. Lectures, discussions and numerous field trips will provide students with an understanding of tropical ecosystems and of some contemporary environmental and economic issues facing Belize and other developing countries. Each student will be involved in an independent research project. Prerequisites: ecology or oceanogra-

phy course and permission of the instructor. Enrollment limited to 15. (E)

2 credits

*Paulette Peckol, Stephen Tilley*

January 1994

six to eight working hours per day

## The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:

Plant biology: John Burk, Philip Reid.

Cell and molecular biology: Richard Briggs, Gisela Erf, Stylianos Scordilis, Steven Williams.

Environmental and evolutionary biology: Alan Bornbusch, John Burk, Stephen Tilley, Paulette Peckol.

General biology: Mary Laprade.

Marine biology: John Burk, Paulette Peckol.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade.

**Adviser for Study Abroad:** John Burk.

Prospective majors should take CHM 111a or 115a, and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete both semesters of 200d/201d may be granted 4 credits toward the major. Students who take one of the other courses designated for non-majors (100b, 104b, 105b, 206a, or [208a]) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a or CHM 115a.

Distribution: four of the following courses, one from each of four fields:

A. Cell biology: 230a.

B. Genetics: 232b.

C. Organismal biology: 240a, 242a/243a, 244b.

D. Physiology: [250b], 254a/255a, 256a.

E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300-level, which must include a labora-

tory course from the Department's offerings; only one seminar may count toward the advanced course requirement.

**Laboratory courses:** At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the Department's offerings.

**Additional courses:** A total of 48 credits is required for the major. Electives may be any courses acceptable for the major. Up to 4 credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a, BCH 352a, GEO 231a, MTH 245a, [PPL 303b], PSY 113a or b, PSY 311a.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b and one 300-level course. No more than one course designed primarily for non-majors may be included.

## Honors

**Director:** Virginia Hayssen.

**Basis:** the same as that for the major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

**Requirements:** the same as for the major, and eight or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation.

430d, 431a, or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

## Marine Sciences

See p. 258.

## Neuroscience

See p. 278.

## Graduate

**Adviser:** Elizabeth Tyrrell.

### 507a Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

### 507b Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

### 510a Advanced Studies in Molecular Biology

3 to 5 credits

*Members of the Department*

### 510b Advanced Studies in Molecular Biology

3 to 5 credits

*Members of the Department*

### 520a Advanced Studies in Botany

3 to 5 credits

*Members of the Department*

### 520b Advanced Studies in Botany

3 to 5 credits

*Members of the Department*

### 530a Advanced Studies in Microbiology

3 to 5 credits

*Members of the Department*



**530b Advanced Studies in Microbiology**

3 to 5 credits

*Members of the Department***540a Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department***540b Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department***550a Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department***550b Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department***590d Research and Thesis**

8 credits

**Prehealth Professional Programs**

**Advisers:** Lâle Burk (Chemistry), Thomas Derr (Religion), James Johnson (Exercise and Sport Studies).

Students may prepare for health professions schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus and social or behavioral science. Because health professions schools differ in the details of their requirements, students should confer with a Prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

# Chemistry

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## Professors

George Morrison Fleck, Ph.D.  
 Kenneth Paul Hellman, Ph.D.  
 "Thomas Hastings Lowry, Ph.D.  
 Robert G. Linck, Ph.D.  
 Stuart Rosenfeld, Ph.D., *Chair*

## Associate Professor

"David Bickar, Ph.D.

## Assistant Professors

Sharon M. Palmer, Ph.D.  
 Petra Nicôle Turowski, Ph.D.

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## Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

## Laboratory Instructor

Virginia White, M.A.

## Research Associate

Richard E. Morel

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b and PHY 115a and 116b as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 115a.

## 100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations.

4 credits

*George Fleck*

M W F 10-10:50 a.m.

## 111a Chemistry I: General Chemistry

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis.

5 credits

*Robert Linck, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 115a Chemistry I: General Chemistry

A course dealing with atomic and molecular structure and properties, and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis.

5 credits

*David Bickar, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature, physical and chemical properties of organic

compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111a or 115a.

5 credits

*Stuart Rosenfeld*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

### **223a Chemistry III: Organic Chemistry**

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab.

5 credits

*Stuart Rosenfeld*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M 1:10-4 p.m.; M 1:10-4 p.m.; T 9-11:50 a.m.; T 1-3:50 p.m.; Th 9-11:50 a.m.; Th 1-3:50 p.m.

### **224b Chemistry IV: Bonding, Structure and Energetics**

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor.

5 credits

*Kenneth Hellman*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T 9-11:50 a.m., or Th 1-3:50 p.m.

### **226b Synthesis**

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a.

3 credits

*Petra Nicôle Turowski*

T Th 9-9:50 a.m.; lab T 1-4 p.m.

### **228b Bio-Organic Chemistry**

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years.

3 credits

*Lâle Burk*

To be arranged

### **[321a Organic Synthesis]**

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a. Offered in alternate years. To be offered in 1994-95.

4 credits

### **323a Organic Mechanisms**

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years.

3 credits

*Thomas Lowry*

M W F 1:10-2 p.m.

### **331a Physical Chemistry**

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended.

4 credits

*Sharon Palmer*

M W F 11 a.m.-12:10 p.m.

### **332b Physical Chemistry**

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a.

5 credits

*Sharon Palmer*

Lec. M W F 11 a.m.-12:10 p.m.; lab T 1-3:50 p.m.

### **335a Physical Chemistry of Biochemical Systems**

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b.



4 credits

*George Fleck*

Lec. M W F 9-9:50 a.m.; lab F 1:10-4 p.m.

**[336b Enzyme Kinetics]**

The mass-action model of biological catalysis. Studies of enzyme reactions in vitro, and the relation of the results to catalysis and control in living systems. Computer simulation of reaction models. Enzymes and living cells as self-organizing systems. Prerequisite: 224b. Offered in alternate years.

4 credits

**338b Chaos and Chemistry**

Irreversible phenomena in chemistry, focusing on rates of reaction and transport processes. Topics include: chemical relaxation, non-linear and far-from-equilibrium phenomena, dissipative structures, spatial and temporal pattern formation in chemical systems, oscillating reactions and chemical chaos. Prerequisite: 224b or permission of the instructor. (E)

4 credits

*George Fleck*

M W F 9-9:50 a.m.

**347a Instrumental Methods of Analysis**

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species in environmental, biological, inorganic, organic and geologic samples. Library research of analytical techniques will be emphasized, as will the critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor.

5 credits

*Petra Nicôle Turouski*

Lec. T Th 9-9:50 a.m.; lab T 1-5 p.m. and Th 1-4 p.m.

**BCH 352a Biochemistry II: Biochemical Dynamics**

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 224b and BCH 252b.

4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

**[357b Selected Topics in Biochemistry]**

Topic: Pharmacology. An introduction to pharmacology, toxicology and drug design.

The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years. To be offered in 1994-95.

3 credits

**363b Advanced Inorganic Chemistry**

A study of topics in inorganic chemistry. Prerequisite: 331a.

4 credits

*Robert Linck*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

**[366b Inorganic Laboratory]**

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. To be offered in 1994-95.

3 credits

**369a Solid State Chemistry**

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a which may be taken concurrently; PHY 115a is recommended. Offered in alternate years.

3 credits

*Sharon Palmer*

T Th 10:30-11:50 a.m.

**[395a Advanced Chemistry]**

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years. To be offered in 1994-95.

4 credits

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Major****Advisers:** Members of the Department.**Adviser for Study Abroad:** Lâle Burk.

Students planning graduate study in chemistry are advised to include PHY 115a and 116b and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (404, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a or 115a, 222b, 223a, 224b, 226b, 331a, 347a, 332b, 363b, and a further 6 credits in chemistry, toward which 4 credits from the research courses 404, 430, or 432 may be counted.

**The Minor****Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a or 115a, 222b, 223a, and 224b. 100b will not count toward the minor. Special Studies 404a and 404b normally may not be used to meet the requirements of the minor.

**Honors****Director:** Kenneth Hellman.**430d Thesis**

8 credits

**432d Thesis**

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

# Classical Languages and Literatures

## Professor

Justina Winston Gregory, Ph.D., *Chair*

## Associate Professor

†Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

## Assistant Professors

Nancy J. Shumate, Ph.D.  
Scott A. Bradbury, Ph.D.  
Roxanne Gentilcore, Ph.D.

## Lecturer

<sup>2</sup>John Rundin, M.A.

Majors are offered in Greek, Latin, classics and ancient studies (interdepartmental). Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 22).

Students planning to major in classics or in ancient studies are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

## Greek

### GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings.

8 credits

*Justina Gregory*

M W F 1:10-2:30 p.m.

### GRK 212a Attic Prose and Drama

Prerequisite: 100d.

4 credits

*Scott Bradbury*

M W F 11 a.m.-12:10 p.m.

### GRK 213b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

4 credits

*John Rundin*

M W F 11 a.m.-12:10 p.m.

### GRK 324b Plato and Aristophanes

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*John Rundin*

M W F 10-10:50 a.m.

### GRK 325a Sophocles and Thucydides: Athens, the Tyrant City

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 200 level or permission of the instructor.

4 credits

*Justina Gregory*

M W F 10-10:50 a.m.



**GRK 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

4 credits

**GRK 404b Special Studies**

4 credits

## Graduate

**GRK 580a Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level course currently offered.

4 credits

**GRK 580b Studies in Greek Literature**

4 credits

See also REL 287a: Greek Religious Texts.

**Adviser for Graduate Study:** Justina Gregory.

## Latin

**LAT 100d Elementary Latin**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.

8 credits

*Nancy Shumate*

M W F 1:10-2:30 p.m.

**LAT 111b Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings.

8 credits

*Scott Bradbury*

M W F 1:10-2:20 p.m., T Th 1-2:50 p.m.

**LAT 212a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero and Catullus. Prerequisite: LAT 100d, 111b, or two units of Latin or the equivalent.

4 credits

*Roxanne Gentilcore*

M W F 10-10:50 a.m.

**LAT 213b Virgil, *Aeneid***

Prerequisite: 212a or permission of the instructor.

4 credits

*Nancy Shumate*

M W F 10-10:50 a.m.

**[LAT 214b Medieval Latin]**

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. To be offered in 1994-95.

4 credits

**LAT 215a Roman Historians**

Prerequisite: a 200-level course in Latin or the equivalent.

4 credits

*Roxanne Gentilcore*

M W F 9-9:50 a.m.

**LAT 216b The Poetry of Ovid**

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Remedia Amoris*, *Metamorphoses*, *Tristia* and *Epistulae ex Ponto*. Prerequisite: 214a or permission of the instructor.

4 credits

*Roxanne Gentilcore*

M W F 9-9:50 a.m.

**LAT 326a The Poetry of Horace**

Selections from the *Epodes*, *Satires*, *Epistles*, and *Odes*, with emphasis on the last.

4 credits

*Nancy Shumate*

M W 2:40-4 p.m.

**LAT 335b Cicero**

Prerequisite: LAT 214b or permission of the instructor.

4 credits

*Roxanne Gentilcore*

M W 2:40-4 p.m.

**LAT 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 credits

**LAT 404b Special Studies**

4 credits

**Graduate****LAT 580a Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

**LAT 580b Studies in Latin Literature**

4 credits

**Adviser for Graduate Study:** Nancy Shumate.

**Classics in Translation****CLT 221b Studies in Comedy****CLS 227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

4 credits

*Scott Bradbury*

T Th 9–10:20 a.m.

**CLS 228a The Tragic View**

The tragedy of human existence as reflected in Western dramatic literature from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Ibsen, Synge, Brecht, Norman, Wilson.

4 credits

*Justina Gregory*

T Th 10:30–11:50 a.m.

**CLS 230b The Historical Imagination**

Topic for 1993–94: Images of the Other In Ancient Greece. Socrates is reported to have said that he owed thanks to Fortune for three things: that he had been born a human being and not a beast; that he had been born a man and not a woman; and that he had been born a Greek and not a barbarian. This course will consider the development and transformation of images of the Other in Greek literature. Topics will include women, slaves and barbarians; image and reality; nature and culture; questioning stereotypes.

4 credits

*Justina Gregory*

T Th 10:30–11:50 a.m.

**CLS 232b Paganism in the Roman World**

An introduction to the varieties of pagan religious experience in the Roman Empire from the first to the fourth centuries. Topics will include traditional cult practices, festivals, sacrifice, oracles, mystery religions, the philosophical critique of traditional religion. Attention will also be given to the interaction of paganism with Christianity in the empire: the numerous points at which their religious preoccupations overlapped, as well as the issues that brought them into conflict.

4 credits

*Scott Bradbury*

T Th 9–10:20 a.m.

**The Major in Greek, Latin, or Classics**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Scott Bradbury.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

**The Minor in Greek**

**Director:** Justina Gregory.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Nancy Shumate.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department and taken with the department's prior approval.

## Honors in Greek, Latin, or Classics

**Director:** Nancy Shumate.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written in the first semester of the senior year and an examination in the general area of the thesis.

## Greek, Latin, or Classics

### Graduate

#### 590d Research and Thesis

8 credits

#### 590a Research and Thesis

4 or 8 credits

#### 590b Research and Thesis

4 or 8 credits



# Comparative Literature

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\*Ann Rosalind Jones, Ph.D., Professor (Comparative Literature), *Director, Fall 1993*

David Ball, Ph.D., Lic. ès L. (French Language and Literature and Comparative Literature),  
*Director, Spring 1994*

## Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

Maria Banerjee, Ph.D. (Russian Language and Literature)

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature)

†Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)

Marilyn Schuster, Ph.D. (French Language and Literature and Comparative Literature)

Hans Rudolf Veget, Ph.D. (German Language and Literature and Comparative Literature)

## Associate Professors

Craig Davis, Ph.D. (English Language and Literature)

†Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

## Assistant Professors

Leyla Ezdinli, Ph.D. (French Language and Literature)

Sunka Simon, Ph.D. (German Language and Literature)

## Lecturer

‡Christiane von Buelow, Ph.D. (Comparative Literature)

A comparative study of literature in two languages, one of which may be English.

### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 339). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 650 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever possible.

## Genre

### 221b Studies in Comedy

The forms and functions of western comic drama from Athens in the fifth century B.C. to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to whom? Primary texts will be supplemented by readings on the theory of comedy. Plays by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some viewing during class hours; additional viewing time to be arranged.

4 credits

John Rundin

To be arranged

### 223a Forms of Autobiography

Topic for 1993-94: Women's Autobiography In Context. An exploration of changes in the concept of the self and of literary techniques devised to empower that self as a public figure, whether outsider, social critic and innovator, or defender of a principle or tribe. Texts by Margery Kempe, Harriet Jacobs, Rigoberta Menchù, Christa Wolf, Maxine Hong Kingston, Sara Suleri.

4 credits

Ann Jones

T 10:30-11:50 a.m.; dis. Th 10:30-11:50 a.m.  
or Th 1-2:20 p.m.

### CLS 228a The Tragic View

### 305a Studies in the Novel

Topic for Fall, 1993: The Picaresque Tradition. Picaro, rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the antihero after whom a sub-genre of the novel is named? How does the story he tells of his adventures unmask the ideologies, the hypocrisy and the corruption of the society that marginalizes him? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (*Lazarillo de Tormes*) to its modern development in American literature and French film. Texts by Quevedo, Lesage, Defoe, Smollett, Fielding, Twain, Mann, Hasek, Bellow, Ellison and Agnes Varda.

4 credits

Janie Vanpée

M W 1:10-2:30 p.m.

### 305b Studies in the Novel

Topic for Spring, 1994: The Philosophical Novel. This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanistic assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th Century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*.

4 credits

Maria Banerjee

T 1-2:50 p.m.

### 315b The Primary Epic and Early National Legends

A comparative study of the first literary works to express a supratribal or national consciousness in a variety of non-Western and marginal European traditions. We will explore the distinctive world-view and value system represented by each work as well as seek to discover any common principles that govern the formation of national legends in general. We will also consider the form and performance of oral epic poetry and theories of the process by which that poetry achieved literary form.

4 credits

Craig Davis

T Th 10:30-11:50 a.m.

### 365b Lyric Modes of Knowing and Meaning

This course analyzes Post-Romantic lyric from a comparatist and theoretical perspective. Emphasis is on the rhetorical staging of meaning as it relates to more traditional problems of the poetic self and the nature of the imagination. Authors include Baudelaire, Mallarmé, Stevens, Rilke, Williams, Brecht, Vallejo and Plath. (E)

4 credits

Christiane von Buelow

W 1:10-3 p.m.

## Period, Movement

### 229a Renaissance: Courtier, Courtesan, Citizen

We will read a range of early modern writings as responses to changing centers of power (aristocratic courts and merchant cities) and to the new codes of manners, ideologies of class and gender, and rivalries these social shifts produced. Focus on genres in which writers celebrated royal patrons, criticized the court and claimed an identity as city dwellers. Particular attention to women as topics in men's debates and authors of their own. Texts will include Castiglione's *Courtier*, Marguerite de Navarre's *Heptaméron* and Ben Jonson's masques; court satire in sonnets, dialogues and revenge tragedy; popular writing in Lyon, Venice and London, especially women's lyrics and city comedy.

4 credits

*Ann Jones*

M W 2:40-4 p.m.

### 268b Latina and Latin American Women Writers

This course explores women's writings in Spanish America from the 17th century to the present and the resonances they may have for U.S. Latina writers. Special attention is given to the relationship between the two groups: obstacles, tradition, innovation, language (bilingualism), potential readership, cultural and sexual identity, solidarity with one another. Writers include Sor Juana Ines de la Cruz, Maria Luisa Bombal, Rosario Ferre, Elena Poniatowska, Cherrie Moraga, Gloria Anzaldua, Lorna Dee Cervantes, Sandra Cisneros and Ana Castillo. Reading knowledge of Spanish is useful but not required.

4 credits

*Nancy Saporta Sternbach*

M W F 11 a.m.-12:10 p.m.

### 272b Women Writing: 20th-Century Fiction

A cross-cultural, multi-racial study of 20th-century fiction by women, focusing on English and French-speaking cultures. We will consider how writers challenge literary and social conventions, define their communities, make esthetic and political choices and inscribe sexuality. We will focus on themes such as mothers and daughters, desire, love,

language and female subjectivity. We will pay special attention to changing meanings of "woman" and "women" as gender is inflected by culture, race, ethnicity, class and sexuality. All readings available in English. Writers will include Chopin, Woolf, Colette, Tan, Kincaid, Schwarz-Bart, Morrison, Blais, Duras and Wittig.

4 credits

*Marilyn Schuster*

M W F 1:10-2:30 p.m.

### 279b Women Writers of the Middle Ages

This course provides an introduction to the major women authors of the Middle Ages, translated from medieval Latin, English, French and Occitan, and spanning the tenth to the fifteenth centuries. Genres represented include love letters, *lais*, lyric poetry, liturgical poetry and drama, mystical meditations and spiritual autobiography. A final segment focuses on Christine de Pizan, an author renowned for her revisionist accounts of mythology and history in favor of women. Recommended for students who have taken a 200-level course in literature or a course in some aspect of medieval culture.

4 credits

*Nancy Mason Bradbury (English), Eglal Doss-Quinby (French)*

T Th 9-10:20 a.m.

### 309a Arthurian Literature of the Middle Ages

The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gawain*-poet and Malory.

4 credits

*Craig Davis*

T Th 10:30-11:50 a.m.

## Special Topics

### ENG 211b The Technology of Reading and Writing

#### 251b Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Wagner, Ibsen,



De Vigny, Thomas Mann, Kafka, Shaffer, Osborne and others.

4 credits

*Hans R. Vaget*

M W 1:10-2:30 p.m.

### 276b Theories of the Paratext

This course examines the delimitations of the text in literature, film and television through a study of the paratext, or the framing apparatus which permits the text to become a cultural artifact. The paratext includes prefaces, epigraphs, footnotes, titling, credit sequences, trailers and out-takes. We will analyze the ways in which the paratext grounds textual authority and cultural legitimacy. This course will address issues of gender, race, class, commodification and intellectual property in a wide range of contexts, including the 19th-century novel, television news, MTV and *The Simpsons*.

4 credits

*Leyla Ezdinli*

M W F 11 a.m.-12:10 p.m.

### 350a Poetic Sequences East and West

A study of poetic sequences in Europe and East Asia in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's *Poeta en Nueva York*, T.S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu*, and renga and haikai sequences of Shinkei, Basho and others. All texts will be available in English translation.

4 credits

*Alice Rodrigues Clemente*

T Th 1-2:50 p.m.

### [360b The Ethics of Chinese and Western Literature]

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To latecomers? In defining the problematics of culture, how do they help readers make moral choices? What validity do they have outside

the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. To be offered in 1994-95.

4 credits

### [361a The Faust Myth]

Since its emergence in the sixteenth century, the Faust myth has provided a focus for the critical examination of the desire for knowledge, power and self-realization. What are the basic elements of this myth? How and why do Faust texts change from one culture and historical period to another? In particular, what is the relationship between the Faust myth and German national identity? We will study Faust works in literature, opera and film, by Marlowe, Goethe, Gounod, Spengler, Murnau, Szabo, Bulgakov, Th. Mann and others.

4 credits

### 375a Epistolary Fictions

This course traces the development of fiction written entirely in letter form from the 17th century to today; we will also read excerpts from actual correspondences and from epistolary theory. While we will address the historical and cultural contexts of each work, the course will emphasize the relation of epistolary fiction to contemporary, modernist and postmodernist criticism, for example, the 18th-century debate about the novel's formal and ethical parameters, the relationship of genre to gender, epistolary fiction's narrative structures, recurring themes, characters and situations, and the role the genre plays in shaping reading and writing strategies.

Works by "the Portuguese Nun," Samuel Richardson, Laclos, Goethe, Kafka, Manuel Puig, Alice Walker and Jacques Derrida.

4 credits

*Sunka Simon*

T Th 10:30-11:50 a.m.

## Critical Theory and Method

### 300a Contemporary Literary Theory

The interpretation of literary texts of various genres by psychoanalytic, Marxist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Lévi-Strauss, Jakobson, Freud, Lacan, Barthes and Derrida.

4 credits

*Ann Jones*

T Th 3-4:50 p.m.

### **340b Problems in Literary Theory**

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves.

Prerequisites: GLT 291d and CLT 300a, or permission of the instructor.

4 credits

*Christiane von Buelow*

T 1-2:50 p.m.

### **404a Special Studies**

Admission by permission of the instructor and director.

4 credits

### **404b Special Studies**

4 credits

foreign language (e.g., FRN 240, 241), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;

3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

## **Honors**

**Director:** Ann Jones.

### **430d Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year, and an oral examination.

## **The Major**

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 240 or 241. FRN 259a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre and one with a special topic (if available). (Only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 210d may be counted toward the comparative literature major). If a student takes both terms of a year-long literary survey in a

# Computer Science

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## Professors

Michael O. Albertson, Ph.D., (Mathematics)  
Joseph O'Rourke, Ph.D., *Chair*

## Associate Professor

"Merrie Bergmann, Ph.D.

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## Assistant Professors

Dominique F. Thiébaud, Ph.D.  
Robert Roos, Ph.D.  
Annemarie Spauster, Ph.D.

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I) and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

### 101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence and the history of computing. Weekly lab, using Macintoshes. Enrollment limited to 50; 25 per lab section.

4 credits

*Joseph O'Rourke*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 101b Computer Literacy

A repetition of 101a. Enrollment limited to 50; 25 per lab section.

4 credits

*Joseph O'Rourke*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 111a Computer Science I

Introduction to a block-structured high-level programming language, such as Pascal or Modula II. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in complete science will be provided by members of the department.

4 credits

*Merrie Bergmann*

M W F 11 a.m.-12:10 p.m.; lab Th 1-2:50 p.m.

### 111b Computer Science I

A repetition of 111a.

4 credits

*Dominique Thiébaud*

M W F 11 a.m.-12:10 p.m.; lab T 1-2:50 p.m.

### 112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or



equivalent.

4 credits

*Annemarie Spauster*

T Th 10:30-11:50 a.m.; lab Th 3-4:50 p.m.

## 112b Computer Science II

A repetition of 112a.

4 credits

*Robert Roos*

M W F 10-10:50 a.m.; lab Th 3-4:50 p.m.

## 220b Software Engineering

An introduction to the theory of software engineering. Practical applications to large-scale software, team programming and reusability will be emphasized. Students will program in state-of-the-art programming languages and environments, for instance object-oriented languages and the X-Windows environment. Students will see a programming project through from design to code-writing to documentation and release.

Prerequisite: 112. (E)

4 credits

*Annemarie Spauster*

T Th 1-2:50 p.m.

## 231a Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor.

4 credits

*Dominique Thiébaud*

M W F 11 a.m.-12:10 p.m.

## [240b Computer Graphics]

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211. To be offered in 1994-95.

4 credits

*Joseph O'Rourke*

## 250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153.

4 credits

*Robert Roos*

M W F 10-10:50 a.m.

## [252b Algorithms]

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. To be offered in 1994-95.

4 credits

## 262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics.

Prerequisite: 231.

4 credits

*Annemarie Spauster*

T Th 10:30-11:50 a.m.

## 270a Digital Circuits and Computer Systems

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15.

4 credits

*Dominique Thiébaud*

M W F 9-9:50 a.m.; lab Th 1-2:50 p.m.

## [MTH 270b Introduction to Numerical Methods]

## 274b Computational Geometry

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, range queries and motion planning. Students will write several programs in Pascal

or C, as well as solve weekly written assignments. Prerequisites: 112, MTH 153 and MTH 211.

4 credits

*Joseph O'Rourke*

M W F 10-10:50 a.m.

### **280b Topics in Programming Languages**

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250.

4 credits

*Robert Roos*

M W F 1:10-2:30 p.m.

### **290a Introduction to Artificial Intelligence**

An introduction to the problem domain of artificial intelligence and to techniques employed to tackle these problems. Topics covered include: problem solving, gameplaying and search strategies; knowledge representation schemes; logic and reasoning; machine learning; and natural language understanding. This course is designed for students with an interest in cognitive science as well as for computer science majors, and it does not presuppose any computer science courses. An AI programming language (usually LISP) will be taught during the first few weeks, with short programming assignments. Thereafter, students will have the option of choosing one of two tracks of required work: either continued programming projects, or surveying and writing about cognitive science research.

4 credits

*Merrie Bergmann*

M W F 2:40-4 p.m.

### **298j Reading/Writing Computer Science**

This course teaches "survival skills" needed by any computer scientist: the ability to read computing literature and the ability to communicate computer-related ideas clearly in written form. This is not a seminar course—the emphasis is on communication rather than content. The "LATEX" text formatting system will be taught and used in written assignments. Though the course is designed with computer science majors and minors in mind, students with a strong programming

background and an interest in applications of computers to other fields are encouraged to enroll also. Students considering doing honors projects or graduate work in computer science are particularly encouraged to take this course. Prerequisite: CSC 112 or permission of the instructor. (E).

2 credits

*Robert Roos*

M T W Th 10-11:45 a.m. during 3 weeks of January 1994 Interterm

### **[330a Topics in Database Systems]**

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 262, or permission of the instructor. To be offered in 1994-95.

4 credits

### **350a Seminar in Computer Networks and Distributed Systems**

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 262.

4 credits

*Annemarie Spauster*

T Th 1-2:50 p.m.

### **352b Introduction to Parallel Processing**

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up and utilization. In this course students write programs for three different parallel-machines paradigms: A Single-Instruction-Single-Data (SISD) machine, an heterogeneous Multiple-Instruction-Multiple-Data (MIMD) environment of networked workstations and a homogeneous MIMD multiprocessor system.

The class is programming-intensive and allows the students to experiment with the languages Parallax, PVM (Parallel Virtual Machine) and Logical System's Parallel C for the transputer. Prerequisites: 112 and 252.  
4 credits

*Dominique Thiébaud*

M W F 11 a.m.-12:10 p.m.

### [364b Computer Architecture]

Offers an introduction to the components present inside computers and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. To be offered in 1994-95.

4 credits

*Dominique Thiébaud*

### [390b Seminar in Artificial Intelligence]

Content varies from year to year depending on instructor. Possible concentrations include automatic theorem proving, natural language understanding, computer vision and neural networks. Prerequisite: 290. To be offered in 1994-95.

4 credits

*Merrie Bergmann*

### [394b Introduction to Translators and Compiler Design]

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. To be offered in 1994-95.

4 credits

### 400a Special Studies

For majors, by arrangement with a computer science faculty member.

Variable credit as assigned

### 400b Special Studies

Variable credit as assigned

## The Major

**Advisers:** Michael Albertson (Mathematics), Merrie Bergmann, Robert Roos, Annemarie Spauster, Dominique Thiébaud.

**Requirements:** At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. MTH 111, MTH 153, and one of MTH 211, MTH 245, MTH 246;
3. At least one of [252], 262, 270, 280;
4. At least one 300-level course;
5. At least two additional CSC courses.

## The Minor

Students may minor in Computer Science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of courses.

### Systems (six courses)

**Adviser:** Annemarie Spauster.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

**Required courses:**

- |     |                                       |
|-----|---------------------------------------|
| 112 | Computer Science II                   |
| 231 | Microcomputers and Assembly Language  |
| 262 | Introduction to Operating Systems     |
| 270 | Digital Circuits and Computer Systems |

One of:

- |       |  |
|-------|--|
| 280   | Topics in Programming Languages                  |
| 290   | Introduction to Artificial Intelligence          |
| [330] | Topics in Database Systems]                      |
| [394] | Introduction to Translators and Compiler Design] |

**Prerequisite:** 111.



## Computer Science and Language (six courses)

**Adviser:** Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- 112 Computer Science II
- 250 Foundations of Computer Science
- 280 Topics in Programming Languages
- 290 Introduction to Artificial Intelligence
- [394 Introduction to Translators and Compiler Design]

Two of:

- PHI 236 Linguistic Structures
- PPY 221 Language
- [390 Seminar in Artificial Intelligence]

Prerequisite: 111

## Mathematical Foundations of Computer Science (five courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 112 Computer Science II
- 250 Foundations of Computer Science
- [252 Algorithms]
- MTH 253 Combinatorics and Graph Theory
- [MTH 353 Advanced Topics in Discrete Applied Mathematics]

Prerequisites: 111, MTH 153, MTH 211.

## Honors

**Director:** Dominique Thiébaud.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

# Dance

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## Professor

Susan Kay Waltner, M.S., *Chair*

## Associate Professor

Yvonne Daniel, Ph.D.

## Instructor

Rodger Blum

## Visiting Artist

Edward Verso

## Five College Lecturers

Jerry Bevington, M.A. (Assistant Professor, Mount Holyoke College)

Jim Coleman, M.F.A. (Associate Professor, Mount Holyoke College)

Terese Freedman, B.A. (Associate Professor, Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor, Hampshire College)

Rebecca Nordstrom, M.F.A. (Associate Professor, Hampshire College), *Five College Chair*

Deborah Poulsen (Visiting Artist in Residence, Mount Holyoke College)

Peggy Schwartz, M.A. (Visiting Assistant Professor, University of Massachusetts)

Andrea Watkins, Ph.D. (Associate Professor, University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor, Amherst College)

## Principal Pianist

Julius M. Robinson, B.S.

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

## Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

### 151a Elementary Dance Composition: Improvisation

Study and improvisational exploration of elements of dance, such as time, space, weight, energy content. Investigation into organizing and designing movement

creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 credits

At UMass and Amherst College

### **151b Elementary Dance Composition: Improvisation**

A repetition of 151a.

4 credits

*To be announced*

To be arranged at Smith

Also at Mount Holyoke College

### **171a Dance in the 20th Century**

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway. Topic emphasis will be determined by the instructor.

4 credits

*Susan Waltner*, T Th 10:30 a.m.-noon at Smith

Also at Mount Holyoke College

### **[181a Elementary Labanotation]**

Introduction to Labanotation, a system for recording dance. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15. To be offered in 1994-95.

4 credits

### **241a Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20.

4 credits

*Andrea Watkins*

At UMass

### **252a Intermediate Dance Composition**

Exploring structural principles of composition, including use of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, rhythmic studies, content and expressivity in the creative process. Solo and group dance assignments, some reading and written documentation of work inside and outside of the studio. Prerequisite: 151a or b. L.

4 credits

*To be announced*

T Th 1-2:30

### **252b Intermediate Dance Composition**

Projects and discussion in the choreographic process. The student will explore in solo, duet, or group forms various devices and motivations utilized in creating dances; for example, motif and development, theme and variations,

A-B-A, poetry, dialogue, music and other outlets for dance and movement expression. Some reading and writing required; journals, critical analysis. Prerequisite: 151a or b. L.

4 credits

At UMass, Hampshire College and Amherst College

### **272a Dance and Culture**

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance.

4 credits

*Yvonne Daniel*

At Hampshire College

### **273b History of Dance: Issues in Dance History**

From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change from semester to semester, based on the expertise and special interest of the instructor. Topic



for 1993-94: To be announced. (E)

4 credits

*Members of the Department*

M W F 9-9:55 a.m. at UMass

### **285b Laban Movement Analysis I**

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20.

4 credits

At Hampshire College

### **287a Analysis of Rhythm from a Dancer's Perspective**

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician, and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15.

4 credits

*Paul Ascenzo*

At UMass

### **287b Analysis of Rhythm from a Dancer's Perspective**

Same description as 287a.

4 credits

At Mount Holyoke College

### **342b Scientific Foundations of Dance II**

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor.

Required of all graduate students in Dance.

4 credits

At UMass

### **353a Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on

the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor.

4 credits

*Wendy Woodson*

At Amherst College

### **353b Advanced Dance Composition**

A repetition of 353a.

4 credits

At Amherst College

### **375b The Anthropology of Dance**

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272.

4 credits

*Yvonne Daniel*

M W 10:30 a.m.-noon

### **[377a Advanced Studies in History and Aesthetics of Dance]**

4 credits

### **377b Advanced Studies in History and Aesthetics of Dance**

Topic for 1993-94: to be announced.

4 credits

*To be announced*

To be arranged

### **400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**Production Courses****200a Dance Production**

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography and production run crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged.

1 credit

*Members of the Department*

To be arranged

**200b Dance Production**

A repetition of 200a. Orientation meeting to be arranged.

1 credit

*Members of the Department*

To be arranged

**Studio Courses**

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take partial-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses 2 times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

**249b The Mindful Body: Resources for Performing and Visual Artists**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experimental approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E)

2 credits

*Susan Waltner, Monica Jakuc (Music)*

T Th 1-2:30 p.m.

**113a Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

2 credits

*To be announced*

M W 3-4:30 p.m. at Smith

Also at Hampshire College, Mount Holyoke College and UMass

**113b Modern Dance I**

A repetition of 113a.

2 credits

*To be announced*

To be arranged

**114a Modern Dance II**

For students who have taken Modern Dance I or the equivalent. L.

2 credits

*To be announced*

T Th 9-10:30 a.m. at Smith

Also at Hampshire College

**114b Modern Dance II**

A repetition of 114a.

2 credits

*To be announced*

To be arranged

**120a Ballet I**

Introduction to fundamentals of classical balletic form: the understanding of correct body placement; positions of feet, head and arms; and the development of elementary habits of movement applicable to the form. L.

2 credits

*To be announced*

M W 2:30-4 p.m. at Smith

Also at Mount Holyoke College and UMass

**120b Ballet I**

A repetition of 120a.

2 credits

*To be announced*

To be arranged

**121a Ballet II**

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L.

2 credits

*To be announced*

T Th 10:30 a.m.-noon at Smith

**121b Ballet II**

A repetition of 121a.

2 credits

*To be announced*

To be arranged

**130a Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*

M W 1-2:30 p.m. at Smith

Also at Mount Holyoke College and UMass

**130b Jazz I**

A repetition of 130a.

2 credits

*To be announced*

To be arranged

**131a Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Class attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*

T Th 3-4:30 p.m.

**131b Jazz II**

An elaboration of the study of jazz dance technique with an emphasis on more exten-

sive movement vocabulary. L.

2 credits

*To be announced*

To be arranged

**136a Tap I**

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15.

2 credits

*Edward Verso*

T Th 1-2:30 p.m. at Smith

**137b Tap II**

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15.

2 credits

*Edward Verso*

T Th 1-2:30 p.m.

**138a Musical Theatre**

This course covers the development of the Broadway musical historically, with emphasis on the '40s and '50s to the present. Includes dance vocabulary used in Broadway shows, acting in dance and the staging of songs.

2 credits

*Edward Verso*

M W 1-2:30 p.m.

**143a Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings. Enrollment limited to 30.

2 credits

*Yvonne Daniel*

M 7-10 p.m. at Smith



**143b Comparative Caribbean Dance I**

Afro-Hatian Dance.

2 credits

At Amherst College

**[144b Comparative Caribbean Dance II]**

This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limited to 35. To be offered in 1994-95.

2 credits

**145b Cuban Dance Traditions**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing.

2 credits

*Yvonne Daniel*

M 7-10 p.m.

**[147b Middle Eastern Dance]**

Study of the movements, rhythms and history of Middle Eastern dance. Emphasis will be on the torso isolations, arm and head gestures and steps/footwork which are basic to dances of the Arab world. Students will learn to identify and dance to the various Middle Eastern rhythms (4/4, 2/4, 6/8, 9/8) and to accompany their dance with finger cymbals (*zils*). Enrollment limited to 30.

2 credits

**215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range and incorporating strength) and movement expressivity (phrasing, dynamics and rhythmic acuity). Prerequisite: 113a or b and a minimum of one year of modern dance study.

2 credits

*To be announced*

T Th 2:30-4 p.m. at Smith

Also at Mount Holyoke College and UMass

**215b Modern Dance III**

A repetition of 215a.

2 credits

*To be announced*

To be arranged

**216a Modern Dance IV**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. 2 credits

*Rebecca Nordstrom*

At Hampshire College

**216b Modern Dance IV**

A repetition of 216a.

2 credits

*To be announced*

To be arranged

**222a Ballet III**

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. L.

2 credits

*Edward Verso*, T Th 9-10:30 a.m. at Smith

Also at Mount Holyoke College and UMass

**223b Ballet IV**

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

2 credits

*Edward Verso*

To be arranged at Smith

Also at UMass

**232a Jazz III**

A further examination of jazz dance principles of polyrhythms, syncopation and body isolations with an emphasis on more extended movement phrases and musicality. Focus on clarity of style and presentation. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

At Mount Holyoke College and UMass

**232b Jazz III**

A repetition of 232a.

2 credits

*To be announced*

To be arranged

**233b Jazz IV**

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Class attendance and dress code as required by individual instructor. L.

2 credits

At UMass

**317a Modern Dance V**

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Audition required. Prerequisite: 216a or b. L and P.

2 credits

*Susan Waltner*, M W 9-10:30 a.m. at Smith

Also at Mount Holyoke College and UMass

**317b Modern Dance V**

A repetition of 317a.

2 credits

At Hampshire College

**318b Modern Dance VI**

Further refinement of dance technique and performance skills. Audition required. Prerequisite: 317a or b. L and P.

2 credits

*Susan Waltner*

M W 9-10:30 a.m.

**324a Ballet V**

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

2 credits

*Edward Verso*

M W F 10:30 a.m.-noon

Also at UMass and Mount Holyoke

**325b Ballet VI**

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

2 credits

*Edward Verso*

M W F 9-10:30 a.m.

**326b Ballet Variations**

A study of solo and group variations from the classical ballet repertory. Variations will be taught from ballets such as *The Sleeping Beauty* and *Giselle*. Students must be proficient at pointe work. L and P. (E)

2 credits

*Edward Verso*

M W 10:30 a.m.-noon

**334a Jazz V**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Kathy Jennings*

At UMass

**334b Jazz V**

A repetition of 334a.

2 credits

At UMass

## The Major

**Advisers:** Yvonne Daniel and Susan Waltner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis) and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

Requirements:

1. 171 and 272 or 273
2. 241
3. [181] or 285
4. 151, 200 and 252

5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.
6. three courses from the following: 287, 353, 377, 342, 375

## The Minor

**Advisers:** Members of the Smith College Department of Dance.

**Requirements:** Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171 and two studio classes (each worth two credits). The elective courses may be chosen from [181], 241, 252, 272, 273, 285, 287, 353 and 375. One of the elective courses may consist of one studio course plus 2 credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**Studio Courses:** Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 136 Tap I
- 137 Tap II
- 138 Musical Theatre
- 143 Comparative Caribbean Dance
- [144 Comparative Caribbean Dance II]
- 145 Cuban Dance Traditions
- 147 Middle Eastern Dance
- 113 Modern Dance I
- 114 Modern Dance II

- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V

## Honors

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

## Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

**Adviser:** To be announced.

## Graduate: M.F.A. Program

**Adviser:** Yvonne Daniel.

"P" indicates that permission of the instructor is required.

### 510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P.

4 credits

*To be announced*

To be arranged



**510b Theory and Practice of Dance IB**

Studio work in dance technique. Prerequisite:

510a. P.

4 credits

*To be announced*

To be arranged

**520a Theory and Practice of Dance IIA**

Studio work in dance technique. Prerequisites: 510a and b. P.

4 credits

*To be announced*

To be arranged

**520b Theory and Practice of Dance IIB**

Studio work in dance technique. Prerequisites: 510a and b, 520a. P.

4 credits

*To be announced*

To be arranged

**521a Choreography as a Creative Process**

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography.

4 credits

*Susan Waltner*

M W F 10:30 a.m.-noon

**[540a History and Literature of Dance]**

Emphasis will include: in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. To be offered in 1994-95.

4 credits

**[553b Choreography and Music]**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory and permission of instructor. To be offered in 1994-95.

4 credits

**590a Research and Thesis**

Production project.

4 credits

**590b Research and Thesis**

4 credits

**591a Special Studies**

4 credits

**591b Special Studies**

4 credits

# East Asian Languages and Literatures

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## Professor

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature), *Acting Chair*

## Assistant Professors

Maki Hirano Hubbard, Ph.D.  
Takao Hagiwara, Ph.D.  
Teresa Yu, Ph.D.

## Lecturers

Young-Hee Lee, M.A.  
Tomiko Hayashi, M.A.  
Shin-Yun Yeh, M.A.  
Sachiko Sakai, B.A.  
Keiko Ueda, B.A.

## Assistants

Pan Min, M.A.  
Keiko Ueda, B.A.

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## Courses in English

### CHI 241a The Chinese Literary Tradition: From Early Times to the Sung

A survey of Chinese literature from its beginnings to the end of the Sung dynasty. The values of Chinese literary civilization, the role of the Confucian classics and developments in lyric poetry, rhapsody, fiction and other prose genres, and literary criticism will be examined through a study of representative works.

4 credits

*Teresa Yu*

M W 1:10-2:30 p.m.

### CHI 242b The Chinese Literary Tradition: Yüan to the Present

A survey of Chinese literature from the Yüan dynasty to contemporary times. Developments in poetry, drama, the novel and other prose genres, and literary criticism will be examined through a study of representative master works. Special attention will be given to aspects of continuity and change in the modern world.

4 credits

*Theresa Yu*

M W 2:40-4 p.m.

### [CHI 260b Modern Chinese Literature]

Modern China has undergone profound social, cultural and political changes that in a relatively short time have challenged centuries of Confucian tradition and institutions. The course focuses on the presentation of self and society in modern Chinese literature, the role of the writer and intellectual in modern China and the development of the Chinese narrative and poetic traditions. Readings include selected fiction and poems in translation from the late Qing Dynasty to the present, covering works of the May Fourth period, PRC literature and writings from Taiwan. Whenever possible students are encouraged to make comparisons with Western literature.

4 credits

### CLT 350a Poetic Sequences East and West

A study of poetic sequences in Europe and East Asia in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's *Poeta en Nueva York*, T.S. Eliot's *Four Quartets*, The Diary of Izumi Shikibu and renga and haikai sequences of Shinkei, Basho and others. All texts will be available in English translation.

4 credits

*Alice Rodriguez Clemente*

T Th 1-2:50 p.m.

### [CLT 360b The Ethics of Chinese and Western Literature]

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To latecomers? In defining the problematics of culture, how do they help readers make moral choices? What validity do they have outside the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. To be offered in 1994-95.

4 credits

### [JPN 230a Japanese Language and Culture]

The study of Japanese at the sociocultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. Offered in alternate years.

4 credits

### [JPN 250a Classical Japanese Literature in Translation]

Readings in translation in poetry, narrative and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the sociohistorical contexts of the works and the character of major literary genres; discussions focus on interpreting the central images of human value within each period.

4 credits

*Takao Hagiwara*

T Th 3-4:50 p.m.

### [JPN 260b Modern Japanese Literature in Translation]

Selected readings in translation from modern Japanese fiction and poetry by representative

writers such as Yasunari Kawabata, Yukio Mishima and Kenji Miyazawa. This course explores the authors' literary styles and such themes as *amae* (dependence), alienation, death and nature.

4 credits

*Takao Hagiwara*

T Th 3-4:50 p.m.

### [JPN 360b Seminar: Images of Women in Japanese Literature]

Changing and unchanging aspects of the image of women in Japanese literature will be examined through readings in ancient and modern fiction, drama and poetry. Students will also consider possible new approaches to male-female relationships which are suggested by contemporary texts. Texts by Murasaki Shikibu, Sei Shonagon, Chikamatsu, Saikaku, Tanizaki, Kawabata, Enchi, Kono, Tsushima, etc. All readings are in English translation. Prerequisite: at least one course in Japanese literature or permission of the instructor.

4 credits

## Chinese Language

Credit is not granted for the first semester only of an introductory language course.

### CHI 110d Intensive Elementary Chinese

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters. This course is designed for students with no background in Chinese. Enrollment limited to 15.

12 credits

*Teresa Yu*

M W F 8-9:50 a.m.

### CHI 220d Intermediate Chinese

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audio-visual materials. Prerequisite: 110d.

8 credits

*Shin-Yun Yeh*

M W F 9-9:50 a.m.; drill Th 4-4:50 p.m.



**CHI 301a Advanced Chinese**

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audio-visual materials. Prerequisite: 220d or the equivalent.

4 credits

*Shin-yun Yeb*

M W F 11 a.m.–12:10 p.m.

**CHI 302b Advanced Chinese**

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.

Prerequisite: 301a.

4 credits

*Shin-yun Yeb*

M W F 11 a.m.–12:10 p.m.

**CHI 404a Special Studies**

For students engaged in independent projects in connection with China-related individual studies.

4 credits

**CHI 404b Special Studies**

4 credits

## Japanese Language

Credit is not granted for the first semester only of an introductory language course.

**JPN 110d Intensive Elementary Japanese**

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Enrollment limited to 15 per section.

12 credits

*Maki Hirano Hubbard, Takao Hagiwara, Sachiko Sakai*

Section I: M W F 9–9:50 a.m., T Th 9–10:20 a.m.

Section II: M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Section III: M W F 11–11:50 a.m., T Th 10:30–11:50 a.m.

**JPN 220d Intermediate Japanese**

Course focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices. Oral/aural communicative skills will be at-

tained together with a solid understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 15 per section.

8 credits

*Maki Hirano Hubbard, Keiko Ueda, Sachiko Sakai*

Section I: M W F 11 a.m.–12:10 p.m.

Section II: M W F 1:10–2:20 p.m.

**JPN 301a Advanced Japanese**

Development of advanced proficiency in speech and reading through study of varied prose pieces and audio-visual materials.

Prerequisite: 220d or the equivalent.

4 credits

*Tomiko Hayashi*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

**JPN 302b Advanced Japanese**

A continuation of 301a. Prerequisite: 301a or the equivalent.

4 credits

*Tomiko Hayashi*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

**JPN 350b Contemporary Texts**

Study of various contemporary texts from newspapers, magazines, learned journals and literary works, with a view to developing reading competence in original materials through advanced syntactic analysis and exposure to all *Kanji* in ordinary usage. Class and discussions are normally conducted in Japanese. Prerequisite: 301a, 302b or the equivalent.

4 credits

*Maki Hirano Hubbard*

M W 1:10–2:30 p.m.

**JPN 404a Special Studies**

For students engaged in independent projects in connection with Japan-related studies.

4 credits

**JPN 404b Special Studies**

4 credits

## Korean Language

**KOR 110d Intensive Elementary Korean**

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This

course is designed for students with no background in Korean. Enrollment limited to 15. 12 credits

*Young-Hee Lee*

M W F 11-11:50, T Th 10:30-11:50 a.m.

## The Minor

**Advisers:** Members of the Department.

The course requirements are designed so that a student will concentrate on either Chinese or Japanese language and literature, but will have the option of being exposed to the other.

## Requirements

The first year of Chinese (CHI 110d) or Japanese (JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses in the following distribution:

1. Intermediate Chinese (CHI 220d) or Intermediate Japanese (JPN 220d).
2. Four courses on East Asian literature in translation and linguistics chosen from the following:

CHI 241a	The Chinese Literary Tradition: From Early Times to the Sung
CHI 242b	The Chinese Literary Tradition: Yüan to the Present
[CHI 260b	Modern Chinese Literature]
CHI 301a	Advanced Chinese
CHI 302b	Advanced Chinese (A continuation of 301a)
CHI 404a,b	Special Studies
[CLT 360b	The Ethics of Chinese and Western Literature]
[JPN 230a	Japanese Language and Culture]
JPN 250a	Classical Japanese Literature in Translation
JPN 260b	Modern Japanese Literature in Translation
JPN 301a	Advanced Japanese
JPN 302b	Advanced Japanese (A continuation of 301a)
JPN 350b	Contemporary Texts
[JPN 360b	Seminar: Images of Women in Japanese Literature]
JPN 404a,b	Special Studies

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

# East Asian Studies

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## Professor

"Marylin Rhie, Ph.D., Art and East Asian Studies, *Director*

## Participating Faculty

Daniel K. Gardner, Professor of History

Steven M. Goldstein, Professor of Government

Takao Hagiwara, Assistant Professor of East Asian Languages and Literatures

Tomiko Hayashi, Lecturer in East Asian Languages and Literatures

Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures

James B. Hubbard, Yehan Numata Lecturer in Buddhist Studies

Young-Hee Lee, Lecturer in East Asian Languages and Literatures

Sachiko Sakai, Lecturer in East Asian Languages and Literatures

Keiko Ueda, Lecturer and Assistant in East Asian Languages and Literatures

"Taitetsu Unno, Professor of Religion and East Asian Studies

Dennis Yasutomo, Associate Professor of Government

Shin-Yun Yeh, Lecturer in East Asian Languages and Literatures

Teresa Yu, Assistant Professor of East Asian Languages and Literatures

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## HST 218a (C) Thought and Art in China

Topic for 1993-94: Confucian Thought and Art of China and Korea. Attention will be given to a comparison of the philosophic expression of Confucianism in China and Korea and to analysis of related works of art, primarily painting and architecture. The focus will be on texts and art from the sixth century B.C. to the Ming dynasty (1368-1644) in China and from the Yi Dynasty [Choson Period] (1392-1910) in Korea. No prerequisites.

4 credits

*Daniel Gardner, Marylin Rhie*

T 1-4 p.m.

## GOV 228b Government and Politics of Japan

4 credits

*Dennis Yasutomo*

T Th 9-10:20 a.m.

## [249a Traditional Japan]

An introduction to premodern Japan. The course will survey the development and evolution of Japan's society, cultural tradi-

tions, political identity and interaction with foreign cultures from its origins to the 19th century. To be offered in 1994-95.

4 credits

## 250b Modern Japan

An introduction to and analysis of Japanese culture and society in the 20th century.

While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post-World War II society, culture and political economy.

4 credits

*Dennis Yasutomo*

Th 1-4 p.m.

## [270a Colloquium in East Asian Studies]

To be offered in 1994-95.

4 credits

*Marylin Rhie*

## REL 273j Colloquium in East Asian Religions

Topic for 1993-94: Japanese Buddhism. The development of Buddhist doctrine, ritual and



institutions in relation to the state, from its earliest inception to the present day, and the diffusion of Buddhist values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.)  
4 credits

*Jamie Hubbard*

M T W Th 2-5 p.m., occasional films in the evening, January 3-21, 1994

### [REL 274b Japanese Buddhism and Buddhist Art]

### [279b Colloquium: The Art and Culture of Tibet]

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. To be offered in 1994-95.

4 credits

*Marylin Rhie*

### [GOV 348a Seminar in International Politics]

4 credits

*Dennis Yasutomo*

### GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan

Permission of the instructor is required.

4 credits

*Dennis Yasutomo*

T 1-2:50 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Minor

**Advisers:** Daniel K. Gardner, Takao Hagiwara, Maki Hirano Hubbard, Young-Hee Lee, Marylin M. Rhie, Taitetsu Unno, Dennis Yasutomo, Teresa Yu.

The interdepartmental minor in East Asian Studies is a program of study designed to

provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese or Japanese language (CHI 110d or JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese or Japanese language (CHI 220d or JPN 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian art, literature, religion, or other humanities;
  - II. East Asian history, government, economics, or other social sciences.

## Division I

[ART 207a	The Art of China]
[ART 208b	The Art of Japan]
[ART 375b	Studies in Asian Art]
CHI 241a	The Chinese Literary Tradition: From Early Times to the Sung
CHI 242b	The Chinese Literary Tradition: Yuan to the Present
[CHI 260b	Modern Chinese Literature]
[CLT 360b	The Ethics of Chinese and Western Literature]
[EAS 249a	Traditional Japan]
[EAS 270a	Colloquium in East Asian Studies]
[EAS 279b	The Art and Culture of Tibet]
HST 218a	Thought and Art in China: Confucian Thought and Art of China and Korea
[JPN 230a	Japanese Language and Culture]
JPN 250a	Classical Japanese Literature in Translation
JPN 260b	Modern Japanese Literature in Translation
[JPN 360b	Seminar: Images of Women in Japanese Literature]
REL 110b	Poetry as Contemplation (Section A)
REL 110b	Politics of Enlightenment (Section E)

- REL 272a Buddhist Thought
- REL 273j Interterm Colloquium in East Asian Religions: Japanese Buddhism
- [REL 274b Japanese Buddhism and Buddhist Art]
- REL 371a Problems in Buddhist Philosophy

## Division II

- [EAS 249a Traditional Japan]
- EAS 250b Modern Japan
- GOV 228b The Government and Politics of Japan
- GOV 230b The Government and Politics of China
- [GOV 344b Seminar on Foreign Policy of the Chinese People's Republic]
- [GOV 348a Seminar in International Politics: Conflict and Cooperation in Asia]
- GOV 349b Seminar in International Relations and Comparative Politics
- GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- HST 211a The Emergence of China
- HST 212b East Asia in Transformation, A.D. 600-1850
- [HST 213a Aspects of Chinese and Japanese History]
- HST 214b Aspects of Chinese History: Religion in China
- HST 218a Thought and Art in China: Confucian Thought and Art in China and Korea
- [HST 317a Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

# Economics

## Professors

Robert T. Averitt, Ph.D.  
 Frederick Leonard, Ph.D.  
 Mark Aldrich, Ph.D.  
 Cynthia Taft Morris, Ph.D.  
 Andrew Zimbalist, Ph.D.  
 Randall Bartlett, Ph.D.  
 \*Robert Buchele, Ph.D., *Chair, fall semester*  
 †Roger T. Kaufman, Ph.D.

## Associate Professors

Charles P. Staelin, Ph.D.  
 \*Karen Pfeifer, Ph.D., *Chair, spring semester*

Thomas A. Riddell, Ph.D.  
 Nola Reinhardt, Ph.D.  
 \*Elizabeth Savoca, Ph.D.  
 Deborah Haas-Wilson, Ph.D.

## Assistant Professors

Mahnaz Mahdavi, Ph.D.  
 Cynthia Browning, Ph.D.

## Instructor

Emily Kawano, B.A.

## Assistant in Social Sciences

Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to take 227 and 280 as well as MTH 111, 112 and 211.

## General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand analysis and its application to contemporary economic problems. Attendance is required at four Monday evening combined section meetings.

4 credits

*Nola Reinhardt, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; M W F 1:10-2 p.m.; T Th 1-2:20 p.m.

### 150b Introductory Microeconomics

A repetition of 150a. Attendance is required at four Monday evening combined section meetings.

4 credits

*Charles Staelin, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 153a Introductory Macroeconomics

Major determinants of unemployment and inflation and policies for promoting full employment and price stability. Attendance is required at four Monday evening combined section meetings.

4 credits

*Mahnaz Mahdavi, Director; Members of the Department*

M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; M W 2:40-4 p.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 153b Introductory Macroeconomics

A repetition of 153a. Attendance is required at four Monday evening combined section meetings.

4 credits



*Andrew Zimbalist, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### **190a Introduction to Statistics for Economists**

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of micro computers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended.

4 credits

*Robert Buchele, Molly Robinson (Social Sciences)*

Lec. T Th 10:30-11:50 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 2:10-4 p.m.

### **190b Introduction to Statistics for Economists**

A repetition of 190a.

4 credits

*Cynthia Browning, Molly Robinson (Social Sciences)*

Lec. T Th 9-10:20 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 1:10-3 p.m.

### **[227b Mathematical Economics]**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, ECO 253 and 250 or permission of the instructor. To be offered in 1994-95.

4 credits

### **229a The Design of Models in Economic Analysis**

A study of the construction, use and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth and the study of complex organizations. Emphasis on "hands on" modeling using the computer. No prior computer experience is required. Enrollment limited to 25.

Prerequisites: 250, 253, 190 and MTH 111, or permission of the instructor.

4 credits

*Charles Staelin*

T Th 10:30-11:50 a.m.

## **Economic Theory**

### **250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer and social choice. Attention to pricing under various market structures and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150.

4 credits

*Deborah Haas-Wilson*

Lec. M W F 10-10:50 a.m.; dis. M 11-11:50 a.m.; W 9-9:50 a.m.; F 11-11:50 a.m.

### **250b Intermediate Microeconomics**

A repetition of 250a.

4 credits

*Charles Staelin*

Lec. M W 1:10-2:30 p.m.; dis. M 2:40-3:30 p.m.; T 1-1:50 p.m.; W 9-9:50 a.m.

### **253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 credits

*Frederick Leonard*

Lec. M W F 10-10:50 a.m.; dis. T 9-9:50 a.m.; T 10:30-11:20 a.m.; T 1-1:50 p.m.

### **253b Intermediate Macroeconomics**

A repetition of 253a.

4 credits

*Emily Kawano*

Lec. T Th 1-2:20 p.m.; dis. W 11-11:50 a.m.; W 1:10-2 p.m.; W 2:40-3:30 p.m.

### **[256a Marxian Political Economy]**

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153.

4 credits

**270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 credits

*Robert Averitt*

M W F 11-11:50 a.m.

**280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190 or MTH 107 or MTH 245 and MTH 111.

4 credits

*Elizabeth Savoca*

T Th 1-2:20 p.m.

**[321a Seminar: Economics of Organizations]**

Economic analysis of administrative structures as actors in, and substitutes for, markets. Organizations as economic cost reducing institutions. Internal characteristics, impacts on economic performance, information and decision making. Effective use of human talent via internal labor markets. Determinants of the boundaries between organizations and markets. Prerequisite: 250. Offered in alternate years. To be offered in 1994-95.

4 credits

**326a Seminar: Topics in Macroeconomic Theory**

Topic for 1993-94: Business Cycle Theory. Are business cycles caused by endogenous or exogenous factors? How do the real and financial sectors interact? Are cycles essentially repetitive or does the structural evolution of the economic system alter the way in which they occur? Such questions are particularly important given the unusual nature of the most recent economic downturn. Prerequisite: 253.

4 credits

*Cynthia Browning*

M 7:30-9:30 p.m.

**333a Seminar: Free Market Economics**

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253.

4 credits

*Fred H. Leonard*

Th 1-2:50 p.m.

**The American Economy****[220b Labor Relations and Economic Performance]**

The role of education, training and labor-management relations in productivity growth and international competitiveness. Comparative analysis of labor relations and economic performance in the U.S. and other major OECD countries (e.g., Japan, Germany and Sweden). New directions in labor relations at the workplace. Are unions any longer relevant? Prerequisites: 150, 153 and 190. To be offered in 1994-95.

4 credits

**222a Women's Labor and the Economy**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190.

4 credits

*Mark Aldrich*

M W F 10-10:50 a.m.

**224b Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150.

4 credits

*Mark Aldrich*

T Th 9-10:20 a.m.

**225a Political Economic Analysis**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200.

4 credits

*Randall Bartlett*

M W F 9-9:50 a.m.

**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty and financing local government. Prerequisites: 150 and 153.

4 credits

*Randall Bartlett*

M W F 11-11:50 a.m.

**[243a Economics of the Public Sector]**

The role of the public sector in economic activity: the implications for resource allocation, income distribution and economic stabilization. An examination of expenditure analysis and tax theory. Analytical tools developed in the course applied to contemporary policy problems, e.g., the federal budget deficit, the trade deficit, tax reform, etc. Prerequisite: 250 or permission of the instructor. To be offered in 1994-95.

4 credits

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Economic, mathematical and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 111 and 190.

4 credits

*Mahnaz Mahdavi*

T Th 3-4:50 p.m.

**257b Growth and Crisis in the U.S. Economy**

Alternative theories of the dynamics of accumulation, the business cycle and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neo-classical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unemployment, price inflation and structural change

from 1970 to the present. Prerequisites: 150 and 153.

4 credits

*Karen Pfeifer*

T Th 1-2:50 p.m.

**275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists.

Problems in implementing monetary policy.

Prerequisite: 253.

4 credits

*Robert Averitt*

M W F 11-11:50 a.m.

**283a American Economic History: Colonial Times to 1870**

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150 and 153.

4 credits

*Mark Aldrich*

M W F 9-9:50 a.m.

**[285a American Economic History: 1870-1980]**

The rise of industrialism in the United States and the response to it. Analysis of American economic development, the problems it created and the ways in which Americans have tried to cope with these problems.

Prerequisites: 150 and 153. To be offered in 1994-95.

4 credits

**[314b Industrial Organization]**

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures and antitrust law. Prerequisite: 250. To be offered in 1994-95.

4 credits



**315b Seminar: The Economics of****Regulation**

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250.

4 credits

*Deborah Haas-Wilson*

Th 1-2:50 p.m.

**[317a Law and Economics]**

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety and evolution of property rights; the problems of common pool resources, including the oceans; the economics of tort, liability and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250. To be offered in 1994-95.

4 credits

**331a Seminar: The Economics of****Professional Sports**

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250.

4 credits

*Andrew Zimbalist*

T 3-4:50 p.m.

**International and Comparative Economics****205a International Trade and Commercial Policy**

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the pure theory of international trade, the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations and the prospects for the New International Economic Order. Prerequisite: 250.

4 credits

*Mahnaz Mahdavi*

T Th 9-10:20 a.m.

**206b International Finance**

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects. Prerequisite: 253.

4 credits

*Mahnaz Mahdavi*

T Th 10:30-11:50 a.m.

**[208b European Economic History]**

Covers the industrial revolutions of north-western Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and international capitalism (expansion, world war and depression). Prerequisites: 150 and 153 or permission of the instructor. To be offered in 1994-95.

4 credits

**209a Comparative Economic Systems**

A survey of various market and planned economies, including the ex-Soviet Union, Germany, France, Sweden, Eastern Europe, China, Japan and other East Asian economies. Analytical emphasis on the distinction between market, planned and mixed economies, the role of incentives, resource allocation, distributional equity and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

4 credits

*Emily Kawano*

M W 1:10-2:30 p.m.

**211a Economic Development**

An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. Recommended: 250.

4 credits

*Nola Reinhardt*

M W 2:40-4 p.m.

**213b The World Food System**

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153.

4 credits

*Nola Reinhardt*

M W 1:10-2:30 p.m.

**214b Economies of the Middle East and North Africa**

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153.

4 credits

*Karen Pfeifer*

T Th 9-10:20 a.m.

**305a Seminar: International Economics**

Topic for 1993-94: Will Free Trade Survive? The Challenge of Commercial Policy in the 1990s. Prerequisite: 205 or permission of the instructor.

4 credits

*Charles Staelin*

Th 3-4:50 p.m.

**309b Seminar: Topics in Comparative Economic Systems**

Topic for 1993-94: Dragons and Tigers: East Asian Economies. Japan, South Korea, Taiwan, Hong Kong and Singapore have been called the "Dragons" or the "Five Tigers" of Asia because of their high rates of economic growth. This seminar will explore the nature of these "miracle economies": Has the quality of life improved for the majority of the people? What are the roots of the high growth rates, and are they sustainable? Topics include development and growth strategies, industrial policies, industrial relations and business organization. Prerequisite: 250 or 253. Recommended: 209 and 211.

4 credits

*Emily Kawano*

Th 3-4:50 p.m.

**311b Seminar: Topics in Economic Development**

Topic for 1993-94: Transitions to Capitalism in Eastern Europe: Theoretical approaches to transitions to capitalist economic growth; specific attitudinal and legal-political barriers to the establishment of capitalist market systems; key institutions and policies likely to contribute to raising living standards widely within two or three decades; and the critical role of local and regional as well as central government in successful capitalist transitions. The course will be a training workshop for the preparation of a 30-page research paper on which students will work throughout the semester. Prerequisites: 250 and 253; and 209 or 235 or permission of the instructor.

4 credits

*Cynthia Taft Morris*

T 3-4:50 p.m.

**318b Seminar: Latin American Economics**

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. Recommended background: 205 and 206.

4 credits

*Nola Reinhardt*

T 3-4:50 p.m.

**404a Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission by permission of the department, for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's "Handbook for Prospective Majors."

8 credits

## The Major

**Advisers:** Robert Averitt, Mark Aldrich, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Cynthia Taft-Morris.

Basis 150 and 153.

**Requirements:** Ten semester courses including the basis, 190 (or MTH 245), 250, 253 and one 300-level course (or honors thesis).

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

**Requirements:** six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

## Honors

**Director:** Roger Kaufman.

Basis: 150 and 153.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

**Requirements:** 10 semester courses including the basis, 190 (or MTH 245), 250, 253 and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

**Examination:** honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## The Minor

**Advisers:** Same as for the major.



# Education and Child Study

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## Professors

Seymour William Itzkoff, Ed.D.  
 Raymond A. Ducharme Jr., Ed.D.  
 Alan L. Marvelli, Ed.D.  
 †Sue J.M. Freeman, Ph.D.  
 Alan N. Rudnitsky, Ph.D., *Acting Chair*

## Assistant Professors

\*Rosetta Marantz Cohen, Ed.D.  
 Ageliki Nicolopoulou, Ph.D.

## Instructor

R. Scott Baker, M.A.

## Lecturers

<sup>1</sup>Stanley Elkins, Ph.D.  
<sup>1</sup>Cathy Weisman Topal, M.A.T.  
 Barbara Fink, M.A.  
 Gordon L. Noseworthy, Ed.D.

## Practice Teaching Supervisor

Martha Batten, Ed.M.

## Teaching Fellows

Jennifer Carson, A.B.  
 Sharri Conklin, A.B.  
 Andrew Kosak, M.A.  
 Virginia Langmack, B.A.  
 David Slocum, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools, are urged to consult the department as early as possible during their college career.

## 340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors.

4 credits

*Raymond Ducharme*

M 3-5 p.m.

## Historical and Philosophical Foundations

### 110b Change and Challenge in American Education

Changes and current issues in American education are examined from historical, philosophical, psychological and sociopolitical perspectives. Includes directed

observation in school settings. Not open to students who have had two or more courses in the department.

4 credits

*Rosetta Marantz Cohen, Director, and Members of the Department*

M W F 10-10:50 a.m.

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.

4 credits

*R. Scott Baker*

M W 11 a.m.-12:10 p.m.

### 221a Classical Education

Civilization and the ideals of the Greeks and Romans. A study of the lives and writings of Socrates, Plato, Aristotle, Marcus Aurelius and others.

4 credits

*Seymour Itzkoff*

M W 1:10-2:30 p.m.

### [222b Modern Educational Classics]

The Western conception of the educated person. Influence of Rousseau, Montessori,

Dewey and others in the modern tradition in schooling and society.

4 credits

### **236a American Education**

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 credits

*R. Scott Baker*

T Th 1:30-2:50 p.m.

### **[336b Seminar in American Education]**

To be offered in 1994-95.

4 credits

### **552a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

M 3-5 p.m.

## **Sociological and Cultural Foundations**

### **200b Education in the City**

Education problems of the inner city considered in the context of schools, teachers, students and community.

4 credits

*R. Scott Baker*

T Th 1-2:30 p.m.

### **232b Foundations of Secondary Education**

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students.

4 credits

*Rosetta Marantz Cohen*

T Th 10:30-11:50 a.m.

### **234b Modern Problems of Education**

Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, values and society.

4 credits

*R. Scott Baker*

M W 1:10-2:30 p.m.

### **237a Comparative Education**

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world.

4 credits

*R. Scott Baker*

M W 11 a.m.-12:10 p.m.

### **[323b Seminar in Humanism and Education]**

To be offered in 1994-95.

4 credits

*Sue Freeman*

### **[337b Seminar: Literacy in Cross-Cultural Perspective]**

The nature of literacy and its significance for both societies and individuals: key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations, and its role in development and education. This comparative and sociocultural approach will be used to address current debates over such issues as the cognitive consequences of literacy, the determinants of success and failure in acquiring it, and its relationship to patterns of power and inequality in contemporary society. Prerequisite: 235 or permission of the instructor.

4 credits

*Ageliki Nicolopoulou*

### **341b The Child in Modern Society**

Examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. To illuminate important current issues, some attention will be paid to cross-cultural comparisons and to the historical development of modern childhood. Prerequisite: 235 or permission of the instructor.

4 credits

*Susan Engel*

M W 1:10-2:30 p.m.

## **Learners and the Learning Process**

### **235a Child and Adolescent Growth and Development**

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical



application to the educative process and child study. Directed observations in a variety of child-care and educational settings.  
4 credits

*Ageliki Nicolopoulou*

T Th 10:30-11:50 a.m.

### **235b Child and Adolescent Growth and Development**

A repetition of 235a.

4 credits

*Ageliki Nicolopoulou*

T Th 10:30-11:50 a.m.

### **238a Educational Psychology**

The application of psychological principles of development, motivation and learning to contemporary educational problems.

4 credits

*Alan Rudnitsky*

T Th 9-10:20 a.m.

### **[239b Counseling Theory and Education]**

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1994-95.

4 credits

*Sue Freeman*

### **[248b Special Education]**

A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. To be offered in 1994-95.

4 credits

*Sue Freeman*

### **249b Children Who Cannot Hear**

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

4 credits

*Alan Marvelli*

T Th 9-10:20 a.m.

### **[350a Learning Disabilities]**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. Admission by permission of the instructor. To be offered in 1994-95.

4 credits

*Sue Freeman*

### **353a Education of the Gifted**

What are giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted. Prerequisite: one course in education or permission of the instructor.

4 credits

*Seymour Itzkoff*

W 7:30-9:30 p.m.

### **510b Human Development and Education**

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and sociocultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts.

4 credits

*Ageliki Nicolopoulou*

Th 7:30-9:30 p.m.

### **[540b Research in Education]**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor. To be offered in 1994-95.

4 credits

*Alan Rudnitsky*

### **567a English Language Acquisition and Deafness**

A psycholinguistic account of English language acquisition of normal-hearing and deaf children. Both theory and empirical research are stressed and links are made to contemporary developments in language assessment and intervention.

4 credits

*Peter de Villiers*

M 3:30-5:30 p.m.



## Curriculum and Instruction

### 231b Care and Education of Young Children

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with pre-school children and conferences with professionals in the area. Required practicum, observations and field trip.

4 credits

*Susan Engel*

M W 11 a.m.-12:10 p.m.

### 332b Children's Literature

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor.

4 credits

*Anna Pearce*

W 7-9:30 p.m.

### 333b Computers in Education

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO and LinkWay, a multimedia authoring tool. Prerequisite: two courses in education or permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 3-4:50 p.m. and one laboratory hour to be arranged

### 338a The Reading Process

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs. Prerequisite: one course in education or permission of the instructor.

4 credits

*Seymour Itzkoff*

M 7:30-9:30 p.m.

### 339b Diagnosis and Remediation of Reading Disabilities

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness.

4 credits

*To be announced*

W 2:30-4:30 p.m.

### 347a Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisite: 235 or 238.

4 credits

*To be announced*

W 2:30-4:30 p.m.

### [356b Curriculum Principles and Design]

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor. To be offered in 1994-95.

4 credits

*Alan Rudnitsky*

### 305a The Teaching of Art

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years.

4 credits

*Cathy Topal*

M 7-9:30 p.m.

### [316b The Teaching of Music]

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education

curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.  
4 credits

### **343d Preschool and Elementary Curriculum and Methods**

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April.  
12 credits

*Alan Rudnitsky, Martha Batten and Members of the Department*  
T 3-4:50 p.m.

### **346a Curriculum and Methods in Secondary Schools**

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor.  
4 credits

*Barbara Fink*  
T 3-4:50 p.m.

### **346b Curriculum and Methods in Secondary Schools**

A repetition of 346a.  
4 credits

*Rosetta Marantz Cohen*  
T 3-4:50 p.m.

### **348a Teaching Local History: Northampton, A Case Study**

This course will be both a survey of the history of Northampton and an examination of the problems involved in using local history in a secondary-school program. The prerequisite for the course is a basic course in American history. (E)  
4 credits

*Stanley Elkins*  
M 7:30-9:30 p.m.

### **[381a The Teaching of History and the Social Studies]**

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects;

organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232a. Admission by permission of the instructor. To be offered in 1994-95.  
4 credits

### **554a Cognition and Instruction**

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

4 credits  
*Alan Rudnitsky*  
M 7:30-9:30 p.m.

## **Special Studies**

### **400a Special Studies**

1 to 4 credits

### **400b Special Studies**

1 to 4 credits

## **The Major**

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff

**Director of Teacher Education:** Alan Rudnitsky.

### **Teacher/Lecturers—Secondary Program**

Robert Bonneau, M.A. (English)  
Christopher Brennan, M.A. (English)



Dorla Brock, M.A. (Mathematics)  
 Peter Shaughnessy, M.A. (Science)  
 Fay Villani, B.A. (History)

### Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.  
 Elizabeth Cooney, A.B.  
 Michelle S. Dilts, B.S.  
 Marie A. Frank, M.Ed.  
 Deborah A. Glew, Ed.M.  
 Martha N. Guzowski, B.S.  
 Rita F. Harris, B.S.  
 Janice Henderson, Ed.M.  
 Elizabeth A. Hennessy, M.Ed.  
 Shauneen Kroll, A.B.  
 Carol Peto-Ostberg, A.B.  
 Rosemary E. Rigoletti, B.S.  
 Maureen Ross, B.A.  
 Janice Marie Szymaszek, Ed.M.  
 Gary A. Thayer, B.A.  
 Sandra Warren, Ed.M.  
 Thomas M. Weiner, M.Ed.

## The Minor

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are elective. The specific courses taken by a student are worked out with a faculty adviser.

### Special Needs

**Adviser:** Sue Freeman.

[EDC 248b Special Education]  
 EDC 249b Children Who Cannot Hear (e)  
 EDC 339b Diagnosis and Remediation of Reading Disabilities (e)  
 EDC 347a Individual Differences Among Learners (e)  
 [EDC 350a Learning Disabilities (e)]  
 EDC 353b Education of the Gifted (e)

## Child Development/Early Childhood

**Adviser:** Ageliki Nicolopoulou.

EDC 341b The Child in Modern Society (e)  
 EDC 345d Preschool and Elementary Curriculum and Methods (e)  
 EDC 347a Individual Differences Among Learners (e)

## Learning and Instruction

**Advisers:** Alan Rudnitsky, Ageliki Nicolopoulou.

EDC 232b Foundations of Secondary Education (e)  
 EDC 333b Computers in Education (e)  
 EDC 338a The Reading Process (e)  
 EDC 345d Preschool and Elementary Curriculum and Methods (e)  
 [EDC 356b Curriculum Principles and Design (e)]  
 [EDC 540b Research in Education (e)]  
 EDC 554a Cognition and Instruction (e)

## Secondary Teaching

**Advisers:** Raymond Ducharme, Rosetta Marantz Cohen.

EDC 232b Foundations of Secondary Education  
 EDC 346a Curriculum and Methods in Secondary Schools  
 EDC 400 Special Studies (student teaching)  
 EDC 347a Individual Differences Among Learners (e)

One course from Historical and Philosophical Foundations

## Education Studies

**Advisers:** Seymour W. Itzkoff, Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.



Six courses from:

EDC 120	Education and the Liberal Arts
EDC 221	Classical Education
[EDC 222	Modern Educational Classics]
EDC 232	Foundations of Secondary Education
EDC 234	Modern Problems of Education
EDC 236	American Education
EDC 237	Comparative Education
EDC 341	The Child in Modern Society
[EDC 336	Seminar in American Education]

## Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser and permission from the members of the department in the form of a majority vote.

## Honors

**Director:** To be announced.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

## Graduate

**Advisers:** Members of the Department.

### 510b Development of Children and Adolescents in Modern Society

[540b Research in Education]

### 552a Perspectives on American Education

### 554a Cognition and Instruction

### 559a Intern Teaching

4 credits

*Members of the Department*

### 559b Intern Teaching

4 credits

### 567a English Language Acquisition and Deafness

### 580a Advanced Studies

Open to seniors by permission of the department.

4 credits

*Members of the Department*

### 580b Advanced Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

*Members of the Department*

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits

*Members of the Department*

# Engineering

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## The Minor

### Emphases in the Minor:

### Chemical Engineering

**Adviser:** Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 115a, PHY 115a and 116b and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

### Civil Engineering

**Adviser:** Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222, and PHY 115a and 116b; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241, Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

## Computer Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115a, 116b and CSC 231a; (at UMass) ECE 211, ECE 214 and ECE 221.

## Electrical Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a, 116b and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, [PHY 224b], or MTH 212a or b; (at UMass) ECE 211, ECE 212 and ECE 214.

## Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics). Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211 and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a, plus either MTH 247 or ECO 280a; (at UMass) IEOR 379 and IEOR 380, plus one additional approved IEOR course.

## Mechanical Engineering

**Adviser:** Malgorzata Zielinska-Pfabé (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: same as for the physics major, plus at UMass ME 211, ME 230, plus one additional approved ME course.



# English Language and Literature

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## Professors

\*Francis Murphy, Ph.D., Litt.D. (Hon.)  
 \*Harold Lawrence Skulsky, Ph.D.  
 Dean Scott Flower, Ph.D.  
 William Allan Oram, Ph.D.  
 Jefferson Hunter, Ph.D.  
 Douglas Lane Patey, Ph.D., *Chair*  
 Susan R. Van Dyne, Ph.D. (English Language  
 and Literature and Women's Studies)  
 Charles Eric Reeves, Ph.D.  
 Ronald Russell Macdonald, Ph.D.  
 †Elizabeth Wanning Harries, Ph.D. (English  
 Language and Literature and Comparative  
 Literature)

## Grace Hazard Conkling Visiting Poet

†Susan Snively, Ph.D.

## Associate Professors

Margaret L. Shook, Ph.D.  
 \*Nora F. Crow, Ph.D.  
 Patricia Lyn Skarda, Ph.D.  
 Sharon Cadman Seelig, Ph.D.  
 Richard Millington, Ph.D.

Craig R. Davis, Ph.D.  
 Michael Gorra, Ph.D.  
 \*Gillian Kendall, Ph.D.

## Assistant Professors

Deborah Linderman, Ph.D. (English  
 Language and Literature and Film Studies)  
 Nancy Mason Bradbury, Ph.D.  
 Josephine Lee, Ph.D.  
 †Ranu Samantrai, Ph.D.  
 Cornelia Pearsall, Ph.D.

## Lecturers

Robert Ellis Hosmer Jr., Ph.D.  
 Ann E. Boutelle, Ph.D.  
 Wendy Battin, M.A.  
 †Debra L. Carney, M.F.A.  
 †Holly Davis, M.A.  
 †Kirby Farrell, Ph.D.

## Adjunct Lecturer

Julio Alves, Ph.D.

## Mendenhall Fellow

Sumi Hahn

Students majoring in English must take either 200d or GLT 291d. First-year students contemplating a major in English are encouraged to take either 180 or 190 in their second semester. English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre. A student may receive credit toward the major for only two colloquia.

## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken

the first semester. ENG 101 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 101.

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted. For writing courses that may be counted toward the major, see requirements for the major.

**101a Introduction to College Writing**

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. Enrollment limited to 15 students in each section.

4 credits

*Director, Nancy Mason Bradbury*

A: *William Oram*, M W F 9-9:50 a.m.

B: *Deborah Linderman*, M W 1:10-2:30 p.m.

C: *Richard Millington*, M W F 1:10-2 p.m.

D: *Wendy Battin*, T Th 9-10:20 a.m.

E: *Josephine Lee*, T Th 9-10:20 a.m.

F: *Cornelia Pearsall*, T Th 9-10:20 a.m.

G: *Ann Boutelle*, T Th 10:30-11:50 a.m.

H: *Holly Davis*, T Th 10:30-11:50 a.m.

I: *Debra Carney*, T Th 1-2:15 p.m.

J: *Julio Alves*, M W 11 a.m.-12:15 p.m.

Bilingual students and non-native speakers are especially encouraged to register for this section.

**101b Introduction to College Writing**

A repetition of 101a.

4 credits

A: *Robert Hosmer*, T Th 9-10:20 a.m.

B: *Julio Alves*, T Th 9-10:20 a.m. Bilingual students and non-native speakers are especially encouraged to register for this section.

**280a Advanced Essay Writing**

A writer's group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor.

4 credits

*Dean Flower*

M W 2:40-4 p.m.

**280b Advanced Essay Writing**

A repetition of 280a. Admission by permission of the instructor.

4 credits

A: *Patricia Skarda*, T 3-4:50 p.m.

B: *Ann Boutelle*, Th 1-2:50 p.m.

**282a Writing Poetry**

Admission by permission of the instructor.

4 credits

*Susan Snively*

Th 3-4:50 p.m.

**282b Writing Poetry**

A repetition of 282a. Admission by permission

of the instructor.

4 credits

*Wendy Battin*

Th 1-2:50 p.m.

**284a Writing Short Stories**

Admission by permission of the instructor.

4 credits

*Gillian Kendall*

T 1-2:50 p.m.

**284b Writing Short Stories**

A repetition of 284a. Admission by permission of the instructor.

4 credits

*Kirby Farrell*

M W 2:40-4 p.m.

**286a Reading and Writing Autobiography**

Reading autobiographies from the perspective of the would-be writer and thinking about the way different definitions of the autobiographical process lead to differences in voice, emphasis and form. Students will be encouraged to experiment with these various strategies in their own autobiographical writing. Admission by permission of the instructor.

4 credits

*Francis Murphy*

Th 1-2:50 p.m.

**First-Level Courses in Literature****120a Colloquia in Literature**

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia.

4 credits

*Director, Gillian Kendall*

**A. Fiction**

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf.

*Michael Gorra*, M W F 10-10:50 a.m.; *Eric*

*Reeves*, M W F 1:10-2 p.m.; *Robert Hosmer*, T

Th 9-10:20 a.m.; *Cornelia Pearsall*, T Th 10:30-

11:50 a.m.; *Ann Boutelle*, T Th 1-2:20 p.m.

**B. The Gothic in Literature**

Error, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës and James.

*Nora F. Crow*, M W 11 a.m.-12:10 p.m.;

*Patricia Skarda*, M W F 1:10-2 p.m.

**C. Modern Short Stories**

A study of the short story sequence as a characteristic modern genre, beginning with Joyce (*Dubliners*) and Anderson (*Winesburg, Ohio*) and including such figures as Flannery O'Connor, Bobbie Ann Mason, Gloria Naylor, Julian Barnes and William Trevor.

*Dean Flower*

M W F 9-9:50 a.m.

**D. Literature of the Fantastic**

A study of fantasy—the nonreal, surreal, strange and/or eccentric in literature, focusing particularly on texts that cross boundaries between life and death, male and female, human and inhuman. Authors to include Shakespeare, Swift, Woolf, Malamud, Hong Kingston, Morrison and others.

*Gillian Kendall*

M W F 9-9:50 a.m.

**E. Comic Drama**

Plays by Jonson, Shakespeare, Wilde, Shaw, Beckett and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*Josephine Lee*

T Th 10:30-11:50 a.m.

**F. Short Poems: An Introduction to Poetry**

Study of the elements of lyric poetry, with emphasis on such poets as Sidney, Donne, Keats, Yeats, Stevens and selected contemporary poets.

*Francis Murphy*

T Th 9-10:20 a.m.

**G. Reading and Writing Poetry**

Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations and original poetry.

*Wendy Battin*

T Th 1-2:50 p.m.

**H. The Icelandic Saga**

A reading in translation of the classic sagas of

medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud and the grim humor and desperate religion that articulated the saga view of the world.

*Craig Davis*

T Th 3-4:20 p.m.

**120b Colloquia in Literature**

A repetition of 120a.

4 credits

*Director, Patricia Skarda*

**A. Fiction**

*Cornelia Pearsall*

T Th 1-2:20 p.m.

**B. Modern Irish Writing**

An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanaugh and others.

*Dean Flower*

M W F 9-9:50 a.m.

**C. Reading Shakespeare**

A selection from Shakespeare's tragedies, comedies, histories and romances, with some consideration of the sonnets.

*Josephine Lee*

T Th 1-2:20 p.m.

**D. Poet-Novelists: Thomas Hardy and****D. H. Lawrence**

The interplay between their techniques in prose and poetry and their criticism of progress and its anarchies in English culture.

*Patricia Skarda*

M W F 1:10-2:30 p.m.

**E. Comic Drama**

*Harold Skulsky*

M W F 9-9:50 a.m.

**180a The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors.

4 credits

*Eric Reeves*

M W F 9-9:50 a.m.



**180b The Reading of Poetry**

A repetition of 180a.

4 credits

*Sharon Cadman Seelig*

M W F 9-9:50 a.m.

**190b Questioning Texts**

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works by women and men from different cultures and historical periods (for example, William Shakespeare, Christina Rossetti, Chinua Achebe, Maxine Hong Kingston). We will pay attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20.

4 credits

*Richard Millington*

T Th 9-10:20 a.m.

**Second-Level Courses****200d The English Literary Tradition**

A study of the English literary tradition from the middle ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 650 or higher and students with English AP score of 4 or 5.

8 credits

Lec. W 2:40-4 p.m.; sections as below:

First semester:

A: *Craig Davis*, M W F 11 a.m.-12:10 p.m.

B: *William Oram*, M W F 11 a.m.-12:10 p.m.

Second semester:

A: *Jefferson Hunter*, M W 1:10-2:30 p.m.

B: *Michael Gorra*, T Th 10:30-11:50 a.m.

**211b The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and

science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits

*Eric Reeves*

T Th 10:30-11:50 a.m.

**[214a Old English]**

A study of the language of Anglo-Saxon England (c. 450-1066) and a reading of the Old English elegies. To be offered in 1994-95.

4 credits

**[215b Beowulf]**

A reading of Anglo-Saxon England's most powerful and significant poem. To be offered in 1994-95.

4 credits

**216a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25.

4 credits

*Nancy Mason Bradbury*

M W F 10-10:50 a.m.

**216b Chaucer**

A repetition of 216a. Enrollment limited to 25.

4 credits

*Craig Davis*

T Th 3-4:20 p.m.

**220a Sixteenth-Century Literature**

Topic for 1993-94: Love Poetry of the English Renaissance. Ovidian, Platonic, Petrarchan and Romance traditions of love, as they are presented, questioned and reformulated by 16th-century writers. Lyric and narrative poetry by Wyatt, Shakespeare, Marlowe, Sidney, Spenser, Lady Mary Wroth and others; fiction by Gascoyne and Nash.

4 credits

*William Oram*

T Th 1-2:50 p.m.

**222a Shakespeare**

*A Midsummer Night's Dream, Romeo and Juliet, Richard II, 1 Henry IV, As You Like It, Measure for Measure, King Lear, The Tempest.* Enrollment in each section limited to 25.

4 credits

*Ronald Macdonald, Director*

*Sharon Cadman Seelig*, M W F 11 a.m.-12:10

p.m.; *Ronald Macdonald*, M W F 1:10-2

p.m.; *Gillian Kendall*, T Th 9-10:20 a.m.

## 223b Shakespeare

*Richard III*, *Much Ado About Nothing*, *Hamlet*, *Twelfth Night*, *Othello*, *Macbeth*, *Antony and Cleopatra*, *The Winter's Tale*. Enrollment in each section limited to 25.

4 credits

*William Oram, Director*

*Harold Skulsky*, M W F 11 a.m.-12:10 p.m.;

*William Oram*, M W F 1:10-2:30 p.m.; *Eric*

*Reeves*, T Th 1-2:20 p.m.

## [224a English Drama in the Age of Shakespeare]

The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. To be offered in 1994-95. 4 credits

## HST 225b (C) Authority and Legitimacy in the Age of More and Shakespeare

An examination of the texts and historical context of Shakespeare's *Richard II*, *Henry IV*, *Henry V*, *Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III*, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. 4 credits

*Howard Nenner*, *William Oram (English Language and Literature)*

T Th 1-2:50 p.m.

## 226a Seventeenth-Century Poetry

Discussion of the major figures: Donne, Herbert, Jonson and Marvell, and some important poems by their contemporaries and forebears. Emphasis on poetic forms, conventions and imagery.

4 credits

*Sharon Cadman Seelig*

M W F 9-9:50 a.m.

## 228a Milton

The last major Renaissance humanist in his multiple role as revolutionary libertarian,

master of baroque style, educational theorist and Attorney for the Defense of God.

4 credits

*Eric Reeves*

T Th 9-10:20 a.m.

## 228b Milton

A repetition of 228a.

4 credits

*Harold Skulsky*

T Th 10:30-11:50 a.m.

## 232b Restoration and 18th-Century Drama (1660-1800)

Selected major drama from the reopening of the theatres to the end of the 18th century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith and Sheridan. Emphasis on how ideas shape language and form in the plays.

4 credits

*Josephine Lee*

T Th 3-4:20 p.m.

## 234a Pope, Swift and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay.

4 credits

*Nora F. Crow*

M W 2:40-4 p.m.

## AAS 237b Major Black Writers: Fiction

### 238a The 18th-Century Novel

The major British novelists from Aphra Behn through Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art.

4 credits

*Douglas Patey*

T Th 10:30-11:50 a.m.

## 242a Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Lamb, de Quincey, Hazlitt and Mary Shelley to provide intellectual, cultural and social contexts.

4 credits

*Patricia Skarda*

M W F 10-10:50 a.m.; discussion optional Th 4-4:50 p.m.

**243b The Victorian Novel**

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns.

4 credits

*Michael Gorra*

M W F 10–10:50 a.m.

**[AAS 243b Afro-American Autobiography]****244b Literature of the Victorian Period**

Victorian literature, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites and Hopkins, with attention to literary, cultural and social contexts.

4 credits

*Cornelia Pearsall*

T Th 9–10:20 a.m.

**246a American Literature from 1820 to 1865**

A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others.

4 credits

*Richard Millington*

M W F 11 a.m.–12:10 p.m.

**248b American Literature from 1865 to 1914**

A survey of American literature as it engages the striking changes that reshape society and culture in the later 19th century. Some of the later poetry of Whitman and Dickinson, and fiction by Twain, James, Chestnutt, Howells, Gilman, Crane, Dreiser, Chopin, Wharton and others.

4 credits

*Susan Van Dyne*

M W F 11 a.m.–12:10 p.m.

**[250a Modern American Writing]**

American writing in the first half of the twentieth century. Fiction by Wharton, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Wright and others; a sampling of modernist poetry, including works by Frost, Stevens, Hughes, Williams, Moore and others; a film comedy from the Thirties. To be offered in 1994–95.

4 credits

**251a Modern American Poetry**

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis.

4 credits

*Francis Murphy*

T Th 10:30–11:50 a.m.

**252a Modern British Literature**

Major works of modern British poetry, drama and fiction 1900–1935. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley.

4 credits

*Michael Gorra*

M W F 11–11:50 a.m.

**253a Modern Fiction**

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble.

4 credits

*Jefferson Hunter*

M W F 10–10:50 a.m.

**[256a Joyce]**

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). To be offered in 1994–95.

4 credits

**[260b Recent British Literature]**

British writing of the last five decades, with an occasional glance at British film of the same period. Poetry by Auden, Larkin and Heaney; reporting by Orwell; fiction by Greene, Amis, Drabble and Ackroyd; drama by Pinter and Stoppard; television drama by Potter. To be offered in 1994–95.

4 credits

**262b Recent American Writing**

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler,



Jen, Smiley and others.

4 credits

*Dean Flower*

M W F 11 a.m.-12:10 p.m.

### **264a American Women Poets**

A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process.

4 credits

*Susan Van Dyne*

M W F 1:10-2:30 p.m.

### **266b Postcolonial Literature**

The literary legacy of the British Empire in works by writers from India, Africa and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Rushdie, Gordimer, Soyinka, Naipaul and others.

4 credits

*Michael Gorra*

M W F 11-11:50 a.m.

### **267a Literatures of the Americas**

Readings in the literature, chiefly in English, produced by peoples of color and the historically oppressed ethnic groups of the North American continent, and studied in international, historical and aesthetic context. Topic for fall 1993: Asian American Drama. Playwrights to include Frank Chin, David Henry Hwang, Philip Kan Gotanda, Wakako Yamauchi, Rick Shiomi, Lawrence Yep, Velina Huston, Jessica Hagedorn and Ping Chong.

4 credits

*Josephine Lee*

T Th 1-2:20 p.m.

### **270b The King James Bible and Its Literary Heritage**

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy and Faulkner. Recommended background: REL 210 and 220.

4 credits

*Patricia Skarda*

M W F 10-10:50 a.m.

### **272b Infinite Variety: English Prose From The Renaissance To The Present**

A wide spectrum of non-fictional prose, considered as a way of discovering and presenting the self, of inquiring into the nature of the world and of interacting with it. Emphasis on particular techniques for reading prose and on syntactical and rhetorical forms as these create meaning.

4 credits

*Sharon Cadman Seelig*

M W F 11 a.m.-12:10 p.m.

### **CLT 279b Women Writers of the Middle Ages**

### **GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy**

See Interdepartmental and Extradepartmental Course Offerings.

## **Third-Level Courses**

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

### **CLT 300a Contemporary Literary Theory**

#### **300b Seminar: A Major British or American Writer**

Topic for spring 1994: Evelyn Waugh. Reading and discussion of the major novels, from *Decline and Fall* to *Brideshead Revisited* to the war trilogy *Sword of Honour*, with some attention to Waugh's works of biography and travel.

4 credits

*Douglas Patey*

T 3-4:50 p.m.

#### **302a Seminar: American Literature**

Topic for fall 1993: Eudora Welty and Toni Morrison as critics of American society. Intensive study of the different ways that two women writers—a white southerner and a northern black—address problems of identity, race, gender and social class. Investigation of the influence of Welty on Morrison, and their parallel conceptions of lyric narrative. Emphasis on the stories, novels, autobiographical

writing and criticism of each writer.

4 credits

*Dean Flower*

Th 3-5 p.m.

### **303b Seminar: American Literature**

Topic for spring 1994: The Fiction of Nathaniel Hawthorne. Emphasis on his analysis of American culture, his exploration of the psyche, his narrative tactics. Additional reading in fiction by his female contemporaries, and a look at present-day criticism through its treatment of his work. Prerequisite: a 200-level course in American literature or the novel, or permission of the instructor.

4 credits

*Richard Millington*

W 7:30-9:30 p.m.

### **CLT 309a Arthurian Literature of the Middle Ages**

### **CLT 315b The Primary Epic and Early National Legends**

### **333a Seminar: A Major British or American Writer**

Topic for fall 1993: The Brontës.

4 credits

*Margaret Shook*

T 1-2:50 p.m.

### **342a Seminar: Studies in 19th-Century Literature**

Topic for fall 1993: Mourning and Elegy in Victorian England. A study of the representation and commemoration of the dead in literature, art and social practice. Readings from poetry, fiction, conduct books, letters and sermons; attention to funerary sculpture and tombs.

4 credits

*Cornelia Pearsall*

T 3-4:50 p.m.

### **FLS 349a Women and Cinematic Representation**

### **AMS 350a Writing About American Society**

### **360b The Thirties**

The relation between culture (poems, novels, photographs, films) and politics (civil war in Spain, the rise of fascism, the Depression) in one eventful decade of the 20th century.

Discussion of recurrent themes and artistic

postures; examination of recurrent images from the '30s, especially as these appear in the most characteristic art form of the decade, the documentary. Works by Auden, Greene, Chaplin, MacLeish, Agee and Evans, Orwell, Isherwood, West and others. Prerequisite: 260 or a course in modern American or English literature.

4 credits

*Jefferson Hunter*

T 3-4:50 p.m.

### **372a Seminar: Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English Department.

4 credits

*Nora F. Crow*

T 3-4:50 p.m.

### **[378a Seminar: Women and Literature]**

Topic: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. Critical and theoretical essays by Culler, Eagleton, Felman, Gilbert and Gubar, Kolodny, Showalter and others. To be offered in 1994-95.

4 credits

### **404a Special Studies**

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

8 credits

## **The Major**

**Advisers:** Nancy Mason Bradbury, Craig Davis, Dean Flower, Michael Gorra, Jefferson Hunter, Josephine Lee, Ronald R. Macdonald, Richard Millington, William Oram, Douglas Patey, Cornelia Pearsall, Eric Reeves, Sharon Seelig, Margaret Shook, Patricia Skarda, Susan Van Dyne.

**Adviser for Study Abroad:** Jefferson Hunter.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

**Requirements:**

1. 200d or GLT 291d;
2. semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
3. eight additional courses including:
  - a. one further course in Medieval or Renaissance literature ([214], [215], 216, 220, 222, 223, [224], 225, 226, 228
  - b. one further course in Augustan or Romantic literature (232, 234, 238, 242, 372)

Students who take both survey courses (200d and GLT 291d) may omit the historical requirements 3a and 3b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (280, 282, 284), but not more than a total of three such courses. English 101 does not count toward the major.

Students may count no more than a total of two courses from the following toward an English major: courses in a foreign literature; upper-level film courses taught in a literature department (including the English department).

No courses counting toward the major may be taken for an S/U grade.

Majors are strongly encouraged to take courses in American literature and in later 19th- and 20th-century literature. Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

Beginning with the class of 1997, the following requirements will be in effect:

1. One of the following:
  - a. Two out of three: 120, 180 and 190;
  - b. GLT 291d;
  - c. One 200-level course in a foreign language taught in the original language;
2. 200d;

3. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
4. Six additional courses, including one semester course from four of the following five areas:
  - a. Medieval or Renaissance;
  - b. British or American from 1660 to 1830;
  - c. British or American from 1830 to 1914;
  - d. British, American, or Commonwealth since 1914;
  - e. Writing, History of the Language, or Critical Theory.

Only one colloquium may count toward the major. English 101 may not count. Up to two courses in film or in a foreign literature may count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

## The Minor

**Advisers:** Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291d; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

## Honors

**Director:** for the class of 1994, Craig Davis; for the class of 1995, Gillian Kendall.

### 430d Thesis

8 credits

Students in honors will normally be given priority in seminars. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April



by the student's oral presentation and discussion of her work. Applicants to honors must have an average of B+ or above in the courses they have taken which count towards the major.

## Graduate

### **580a Graduate Special Studies**

Independent study for graduate students.

Admission by permission of the chair.

4 credits

### **580b Graduate Special Studies**

4 credits

### **580d Graduate Special Studies**

8 credits

# Ethics

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## Advisers

†Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*

\*Myron Peretz Glazer, Professor of Sociology

Malcolm B.E. Smith, Professor of Philosophy

Elizabeth V. Spelman, Professor of Philosophy

Kathryn Pyne Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 235b	Morality, Politics and the Law
PHI 245a	Philosophy of Law: Property
[PHI 304b	Colloquium in Applied Ethics]
[REL 250a	Social Ethics I]
[REL 251b	Social Ethics II]
[REL 353a	Seminar: Medical Ethics]
[REL 354b	Seminar: Business Ethics]
SOC 211a	Ethical Issues in Social Organizations

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

# Exercise and Sport Studies

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## Professors

Donald Steven Siegel, Ed.D.  
James H. Johnson, Ph.D.

## Associate Professor

Barbara Brehm-Curtis, Ed.D., *Chair*

## Assistant Professor

Christine M. Shelton, M.S.

## Lecturers

James Babyak, M.A.  
Kim Bierwert, B.A.  
Jacqueline Blei  
Carla Coffey, M.A.  
Christine Davis, M.S.  
Bonnie May, M.S.

Kathy Moeller, B.A.  
Deborah Neubauer  
Mary O'Carroll, M.S.  
Lynn Oberbillig, M.B.A.  
David Stillman  
Judy Strong, B.S.  
Crane Willemse

## Teaching Fellows

Abigail Burbank, B.A.  
Julie Croteau, B.A.  
Gretchen Haase, B.A.  
Cheryl Ish, B.S.  
Erin Kinsella, B.A.  
Vikki Lenhart, B.A.  
Jane Paterson, B.A.  
Mary Skinnion, B.S.

## Theory Courses

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### 100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics and health behavior.

4 credits

*James Johnson, Christine Shelton, Christine Davis*

M W F 10-10:50 a.m.

### [130a Stress Management]

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. To be offered in 1994-95.

1 credit

### 130b Stress Management

A repetition of 130a.

1 credit

*Barbara Brehm-Curtis*

M W 1:30-2:20 p.m.

### 140b Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging.

4 credits

*Barbara Brehm-Curtis*

T Th 10:30-11:50 a.m.

### 150a Nutrition and Health

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored



throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required.

4 credits

*Barbara Brehm-Curtis*

T Th 10:30-11:50 a.m.

### **175j Applied Exercise Science**

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E)

2 credits

*James Johnson*

M T W Th F 9-11 during January 1994 Inter-term 1/3-21/94

### **200b Sport: In Search of the American Dream**

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena.

4 credits

*Donald Siegel and Christine Shelton*

T Th 10:30-11:50 a.m.

### **210a Kinesiology**

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance.

4 credits

*James Johnson*

M W F 11 a.m.-12:10 p.m.

### **[215a Physiology of Exercise]**

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 109 or BIO 111, or permission of the instructor. To be offered in fall 1994-95.

4 credits

### **[220b Psychology of Sport]**

An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. Offered in alternate years. To be offered in spring 1994-95.

4 credits

### **[340a Current Research in Health Science]**

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1994-95.

4 credits

### **400b Special Studies**

1 to 4 credits

### **404a Special Studies**

4 credits

*Members of the Department*

### **404b Special Studies**

4 credits

## **Performance Courses—Credit**

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

**910a Aerobic Dance**

Choreographed dance routines to music.

1 credit

*To be announced*

T Th 3-3:50 p.m.

**910b Aerobic Dance**

A repetition of 910a.

1 credit

*Barbara Brehm-Curtis*

T Th 3-3:50 p.m.

**[915a Badminton]**

The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16.

1 credit

**915b Badminton**

A repetition of 915a.

1 credit

*To be announced*

M W 2-2:50 p.m.

**[915j Badminton]**

1 credit

**920a Bicycling**

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle.

1 credit

*To be announced*

T Th 1-2:50 p.m.

**925d Canoeing**

An introduction to solo and tandem canoeing including flatwater and whitewater techniques. This class will be taught across two semesters and students must complete both sections to receive credit. Class will be taught during the first nine weeks of the fall semester and final six weeks of the spring semester. Students will learn flatwater and touring techniques in the fall and fastwater techniques on Class II rivers in the spring. Prerequisite: satisfactory swimming skills. Enrollment limited to 12. This is a year course offered for two credits.

2 credits

*James Johnson*

a: T 3-4:50 p.m.

b: Th 3-4:50 p.m.

**930a Fencing (Beginning)**

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20.

1 credit

*Jacqueline Blei*

a: T Th 9-9:50 a.m.

b: T Th 10:30-11:20 a.m.

**930b Fencing (Beginning)**

A repetition of 930a.

1 credit

*Jacqueline Blei*

T Th 9-9:50 a.m.

**932b Fencing (Intermediate)**

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 924a or b or permission of the instructor. Enrollment limited to 16.

1 credit

*Jacqueline Blei*

T Th 10:30-11:20 a.m.

**933a Beginning Golf**

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Class will meet three times a week for the first seven weeks of the semester at the Smith College campus. Field trips to the golf course and driving range will be scheduled. Equipment is provided.

1 credit

a: *James Babyak*, M W F 11 a.m.-12 noon

b: *Vikki Lenhart*, M W F 1:10-2:10 p.m.

**933b Beginning Golf**

A repetition of 933a.

1 credit

a: *James Babyak*, M W F 11 a.m.-12 noon

b: *Vikki Lenhart*, M W F 1:10-2:10 p.m.

**935a Outdoor Skills I**

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements and planning. Students should plan to make one or two weekend trips. Enrollment limited to 14.

2 credits

*Kathy Moeller*

W 1:10-3 p.m.

**935b Outdoor Skills I**

A repetition of 935a.

2 credits

*Kathy Moeller*

To be arranged

**940a Physical Conditioning**

The theory and performance of general conditioning and the basic principles of exercise.

Enrollment limited to 20 per section.

1 credit

*To be announced*

a: M W 2:40-3:40 p.m.

b: T Th 3-4 p.m.

**940b Physical Conditioning**

A repetition of 940a.

1 credit

*To be announced*

a: M W 2:40-3:40 p.m.

b: T Th 3-4 p.m.

**945a Rowing**

An introduction crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 12.

1 credit

a: *Gretchen Haase*, M W F 11 a.m.-12 noon

b: *Marilyn Finch*, M W 1:10-2:30 p.m.

c: *Marilyn Finch*, T Th 1-2:20 p.m.

Fall: course will meet first 8 weeks of the first semester.

**945b Rowing**

A repetition of 945a.

1 credit

a: *Gretchen Haase*, M W F 11 a.m.-12:10 p.m.

b: *Gretchen Haase*, M W F 1:10-2:10 p.m.

Spring: course will meet final 6 weeks of the spring semester.

**950a Self-Defense**

Development of self confidence and physical skills for defense against a variety of threatening situations. Precautionary measures and awareness skills emphasized.

Enrollment limited to 25.

1 credit

a: *To be announced*, T Th 9-9:50 a.m.

b: *Crane Willemse*, W 7:30-9:30 p.m.

**[950b Self-Defense]**

A repetition of 950a.

1 credit

**950j Self-Defense**

1 credit

*Crane Willemse*

**952b Self Defense II**

Further development of self-confidence and skills learned in 932a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 932a or b, or permission of the instructor. Enrollment limited to 25.

1 credit

*Crane Willemse*

W 7:30-9:30 p.m.

**955a Self-Paced Fitness**

Introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. This course is appropriate for students with mobility impairment or other disabilities. Enrollment limited to 20.

1 credit

*Carla Coffey*

T 10:30-11:50 a.m.

**955b Self-Paced Fitness**

A repetition of 955a.

1 credit

*Carla Coffey*

T 10:30-11:50 a.m.

**960a Squash (Beginning)**

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12.

1 credit

a: *Bonnie May*, M W 11-11:50 a.m.

b: *Erin Kinsella*, T Th 2-2:50 p.m.

**960b Squash (Beginning)**

A repetition of 960a. Enrollment limited to 12.

1 credit

a: *Bonnie May*, M W 11-11:50 a.m.

b: *Erin Kinsella*, T Th 2-2:50 p.m.

**[960j Squash (Beginning)]**

1 credit

**[962a Squash (Intermediate)]**

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and



tactics. Prerequisite: permission of the instructor. Enrollment limited to 12.

1 credit

### **962b Squash (Intermediate)**

A repetition of 962a. Enrollment limited to 12.

1 credit

*Donald Siegel*

T Th 3-3:50 a.m.

### **970a Swimming (Beginning)**

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basis principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. Limited to 12 novice or non-swimmers.

1 credit

*Vikki Lenhart*

T Th 2-2:50 p.m.

### **970b Swimming (Beginning)**

A repetition of 970a. Limited to 12 novice or non-swimmers.

1 credit

*Mary Skinnion*

T Th 2-2:50 p.m.

### **972a Swimming (Intermediate)**

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods.

1 credit

*Mary O'Carroll*

M W 11-11:50 a.m.

### **972b Swimming (Intermediate)**

A repetition of 972a.

1 credit

*Mary O'Carroll*

M W 11-11:50 a.m.

### **975a Springboard Diving**

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

### **975b Springboard Diving**

A repetition of 975a. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

### **976a SCUBA Diving**

The use and care of equipment, safety and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the department. Enrollment limited to 16.

1 credit

*David Stillman*

W 7:30-10 p.m.

### **976b SCUBA Diving**

A repetition of 976a.

1 credit

*David Stillman*

W 7:30-10 p.m.

### **[977a Synchronized Swimming]**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts and choreography of swimming routines.

1 credit

### **978a Lifeguard Training**

Provides training in aquatic rescue and lifeguarding skills. American Red Cross certification upon successful completion of ARC Standard First Aid and CPR. Prerequisites: Advanced swimming skills: crawl stroke, elementary backstroke, sidestroke, breaststroke, tread water and surface dive. Enrollment limited to 12.

2 credits

*Kim Bierwert*

T Th 10:30-11:50 a.m.

### **978b Lifeguard Training**

A repetition of 978a.

2 credits

*Vikki Lenhart*

T Th 10:30-11:50 a.m.

### **979b Water Safety Instructor**

Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Current ARC

Lifeguard Training or ARC Emergency Water Safety Certificate and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke and surface dive) at the ARC swimmer level. Enrollment limited to 15.

2 credits

*Kim Bierwert*

T Th 9-10:20 a.m.

### 980a Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section.

1 credit

*To be announced*

a: M W 8-8:50 a.m.

b: M W 10-10:50 a.m.

c: M W 1:30-2:20 p.m.

d: T Th 2-2:50 p.m.

### 980b Tennis (Beginning)

A repetition of 980a.

1 credit

*To be announced*

a: M W 8-8:50 a.m.

b: M W 10-10:50 a.m.

c: T Th 8-8:50 a.m.

d: T Th 10:30-11:20 a.m.

e: T Th 2-2:50 p.m.

### 982a Tennis (Intermediate)

The development of stroke consistency, shot direction and singles and doubles strategy.

Prerequisite: permission of the instructor.

Enrollment limited to 16 per section.

1 credit

*To be announced*

a: M W 11-11:50 a.m.

b: M W 2:40-3:30 p.m.

c: T Th 3-3:50 p.m.

### 982b Tennis (Intermediate)

A repetition of 982a.

1 credit

*To be announced*

a: M W 11-11:50 a.m.

b: M W 1:30-2:20 p.m.

c: M W 2:40-3:30 p.m.

### [985a Tennis (Advanced)]

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: 3.5 rating on the National Tennis Rating System or permission of the instructor. Enrollment limited to 16.

1 credit

### 985b Tennis (Advanced)

A repetition of 985a.

1 credit

*Christine Shelton*

T Th 3-3:50 p.m.

### 990a Yoga

Yoga postures, breathing and philosophy.

Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances. Enrollment limited to 20.

1 credit

*Deborah Neubauer*

a: Th 1-2:50 p.m.

b: Th 3-4:50 p.m.

### 990b Yoga

A repetition of 990a.

1 credit

*Deborah Neubauer*

Th 1-2:50 p.m.

### 992b Yoga (Experienced)

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 990. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 942. Enrollment limited to 20.

1 credit

*Deborah Neubauer*

Th 3-4:50 p.m.

## Performance Courses— Noncredit

### X10 Aerobic Dance

*To be announced*

fall a: M W 7:30-8:20 p.m.

b: T Th 5-5:50 p.m.

spring a: M W 7:30-8:20 p.m.

b: T Th 7:30-8:20 p.m.

### Riding

Recreational riding, noncredit riding instruction and participation in competitive riding are all available at Smith College. The courses of instruction offered each year include Beginning, Intermediate and Advanced Horsemanship; Beginning, Intermediate and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horseman-

ship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stables, extension 2734.

## The Minor in Exercise and Sport Studies

**Adviser:** James Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance course credits. Course selection for the minor must be approved by a faculty adviser.

## Graduate Courses

**Adviser:** Donald Siegel.

### 501a Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. Emphasis is on administrative theory as applied to coaching. Limited to those enrolled in ESS 505 and 506.

2 credits

*Lynn Oberbillig*  
M 9-10:20 a.m.

### 502b Seminar in Philosophy and Ethics of Coaching

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches.

2 credits

*Christine Shelton*  
To be arranged

### [503a Seminar in Sport Pedagogy and Coaching Behavior]

Examines the styles and methods of teaching and coaching sports. The course focuses on how to organize the sport season, sequence specific sport skills, provide effective feedback, demonstrate and introduce new skills and provide effective verbal cues in coaching. To be offered fall 1994-95.

2 credits

### 505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids.

2 credits

*Members of the Department*  
To be arranged

### 505b Theoretical and Practical Foundations of Coaching

A repetition of 505a.

2 credits

*Members of the Department*  
To be arranged

### 506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b.

2 credits

*Members of the Department*  
To be arranged

### 506b Advanced Practicum in Coaching

A repetition of 506a.

2 credits

*Members of the Department*  
To be arranged

### 510b The Anatomical and Mechanical Analysis of Movement

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics.

4 credits

*To be announced*  
T Th 9-10:20 a.m.

### [515b Exercise Physiology]

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabo-



lism, pulmonary function, body composition and evaluation of physical work capacity.

Prerequisite: 215a or undergraduate exercise physiology. To be offered in spring 1994-95.  
4 credits

### **[530a Statistical Methods for Exercise and Sport Studies]**

Quantitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. To be offered in fall 1994-95.

4 credits

### **540b Microcomputers in Exercise and Sport Studies**

Examination of computer utilization in the organization and administration of physical activity programs. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs.

4 credits

M W F 9-9:50 a.m.

### **550a Women In Sport**

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor.

4 credits

*Christine Shelton*

M W F 9-9:50 a.m.

### **560a Supervised Teaching in Physical Education**

*Individually arranged.*

4 credits

### **560b Supervised Teaching in Physical Education**

A repetition of 560a.

4 credits

### **[565a Seminar in Skill Acquisition and Performance]**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required.

To be offered in fall 1994-95.

4 credits

### **570a Seminar in Sport Psychology**

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research.

4 credits

*To be announced*

T Th 9-10:20 a.m.

### **[575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury]**

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. To be offered in spring 1994-95.

4 credits

### **580a Special Studies**

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

### **580b Special Studies**

4 credits

### **590a Thesis**

4 credits

*Members of the Department*

### **590b Thesis**

4 credits

### **590d Thesis**

8 credits

# Film Studies

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## Assistant Professors

"Deborah Linderman, Ph.D. (English Language and Literature and Film Studies), *Director*  
Norman Cowie, M.F.A. (Visiting Assistant Professor of Film/Video at the University of  
Massachusetts under the Five College Program)

## Lecturer

Justin West, M.F.A.

## Advisers

Hans R. Vaget, Professor of German Language and Literature and of Comparative Literature  
Dean Flower, Professor of English Language and Literature  
Barbara Kellum, Associate Professor of Art

"Deborah Linderman, Assistant Professor of English Language and Literature and of Film Studies

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## 200a Introduction to Film Studies

Examining the structural attributes of narrative cinema, this course will focus on the dominant model elaborated within the American studio system, although there will also be exploration of alternatives to that model. The course will stress investigation of the various ways in which contemporary theories—psychoanalysis, linguistics, feminist and ideological analysis—have been applied to cinematic representation. Film has been a particularly productive site for semiotic analysis because it activates different types of signs (image, voice, music, text, etc.) and because the cinema is a social institution with significant ideological effects. Students will be asked to confront individual films with the theoretical frameworks through close analysis. Screening fee.

4 credits

Deborah Linderman

W F 1:10–2:30 p.m.; screening times Th 7:30–9:30 p.m. and to be arranged

## GER 228b The New German Cinema

## 231b Great Directors

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. Topic

for 1993–94: Jean Renoir (1894–1979). Emphasis on the "the French Renoir"; his search for a new film esthetic and his response to the problems of France (and Europe) in the thirties. Among the films to be viewed: *Boudu Saved From Drowning*, *The Crime of Monsieur Lange*, *A Day in the Country*, *Grand Illusion*, *The Marseillaise*, *The Human Beast*, *The Rules of the Game*, *The River*. Knowledge of French not necessary, but helpful. Screening fee.

4 credits

Davis Ball

M W F 9–9:50 a.m.; screening time M 7:30–9:30 p.m. and to be arranged

## [241a Genre/Period]

To be offered in 1994–95.

4 credits

## CLT 276b Theories of the Paratext

## 281a Video Field Production

An introduction to video production which offers a solid technical grounding in camera-work, editing, building pictorial continuity and developing a narrative, with emphasis on awareness of the relations between form and content. Class work will involve individual and group production, as well as discussion and critique. Prerequisite: 200a (which may be

taken concurrently). Admission by permission of the instructor. Enrollment limited to 16.

4 credits

*Justin West*

M W 2:40-4 p.m.

### **UMass Studies in the Moving Image II**

(See Five College Course Listings.)

#### **349a Women and Cinematic Representation**

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification with patriarchy's dominant images, of the possibility of production of counter-images and finally of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in film studies. Screening fee.

4 credits

*Deborah Linderman*

T 1-2:50 p.m.; screening times M W 7:30-9:30 p.m.

#### **[350b Questions of Cinema]**

4 credits

#### **351a Film Theory**

This course will survey various topics in both classical and contemporary film theory. On the one hand, we will engage with Eisensteinian problems of montage, Bazinian notions of the long take and Kracauer's concept of a national cinema. On the other hand, we will deal with some of the debates current over such things as spectator positioning, mechanical reproduction of art forms, feminist cinema, narrativization of images, a materialist avant-garde cinema and Gilles Deleuze's work on time/movement concepts. There will be weekly screenings of films related to the theoretical issues. Screening fee. Fulfills film theory requirement for the minor.

4 credits

*Deborah Linderman*

Th 1-2:50 p.m.; screening times Th 7:30-9:30 p.m. and to be arranged

#### **[361a Semiotic Perspectives for the Cinema]**

Semiotics is the study of how meaning is produced, transmitted, circulated and received within culture. This course will offer an introduction to the basic concepts of semiotics and the work of major thinkers in the field. Readings are heavily theoretical and are drawn from areas of linguistics,

psychoanalysis, anthropology, feminism, and literary and ideological analysis. The emphasis will fall on a reading of a select number of key texts by Saussure, Freud and Marx, and their subsequent re-reading by Barthes, Lévi-Strauss, Lacan, Althusser, Foucault, Irigaray and others. Biweekly films will provide supplements and alternative textual instances. Admission by permission of the instructor. Screening fee. Fulfills Film Theory requirement for the minor.

4 credits

#### **404a Special Studies**

4 credits

#### **404b Special Studies**

4 credits

#### **408d Special Studies**

8 credits

### **The Minor**

**Adviser:** Deborah Linderman (English Language and Literature and Film Studies).

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a Introduction to Film Studies

FLS 351b Film Theory

Electives:

[ART 292b Film and Art History]

[FRN 250b French Cinema]

FLS 231b Great Directors

[FLS 241a Genre/Period]

[REL 246a Religious Themes in Contemporary Film]

FLS 281a Video Film Production

FLS 349a Women and Cinematic Representation

GOV 366a Ideology, Culture and Politics

[ITL 342a Italian Cinema]



## Foreign Language Literature Courses in Translation

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The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pp. 85-87 for the key to department/program designations.)

CLS 227a	Classical Mythology
CLS 228a	The Tragic View
CLS 230b	The Historical Imagination
CHI 241a	The Chinese Literary Tradition: From Early Times to the Sung
CHI 242b	The Chinese Literary Tradition: Yüan to the Present
[CHI 260b	Modern Chinese Literature]
[JPN 230a	Japanese Language and Culture]
JPN 250a	Classical Japanese Literature in Translation
JPN 260b	Modern Japanese Literature in Translation

[JPN 360b	Seminar: Images of Women in Japanese Literature]
GER 227b	Topics in German Literature
[GER 288b	History and Literature of Germany: 1945 to the Present]
RUS 126a	Readings in 19th-Century Russian Literature
RUS 126b	Readings in 20th-Century Russian Literature
[RUS 235a	Tolstoy]
[RUS 235b	Dostoevsky]
[RUS 236b	Russian Drama]
[RUS 237a	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i> ]
RUS 239a	Major Russian Writers

# French Language and Literature

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## Professors

Marie-José Madeleine Delage, Lic. ès L.,  
D.E.S., Docteur en Histoire  
§Patricia Weed, Ph.D.  
Lawrence Alexander Joseph, Ph.D.  
James J. Sacré, Ph.D.  
David R. Ball, Lic. ès L., Docteur en  
Littérature Générale et Comparée (French  
Language and Literature and Comparative  
Literature)  
Marilyn Schuster, Ph.D. (French Language  
and Literature and Comparative Literature), *Chair*  
§Mary Ellen Birkett, Ph.D.

## Associate Professors

Ann Leone, Ph.D.

Martine Gantrel-Ford, Agrégée de  
l'Université, Docteur de Troisième Cycle  
en Littérature Française  
Denise Rochat, Ph.D.  
Eglal Doss-Quinby, Ph.D.  
Janie Vanpée, Ph.D.

## Assistant Professor

†Leyla Ezdinli, Ph.D.

## Lecturer

Nicole Ball, C.A.P.E.S. de Lettres Modernes

## Visiting Lecturer from the École Normale in Paris

Dinah Ribard, Agrégée de l'Université

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

## Language

Credit is not granted for the first semester only of an introductory language course.

## 100d Elementary French

A one-year nonintensive elementary course. Open to students with no previous credit in French or fewer than two years of high school French. Four class hours a week plus laboratory. Enrollment limited to 16 per section.

8 credits

Fall: *David Ball*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; *Ann Leone*, M W F 11 a.m.-12:10 p.m.

Spring: *Leyla Ezdinli*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; *Ann Leone*, M W F 11 a.m.-12:10 p.m.

## 110d Intensive Elementary French

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to students who have studied French, except by permission of the department. Six class hours a week plus laboratory. Enrollment limited to 16 per section.

12 credits

*Denise Rochat*, M W F 9-9:50 a.m., T Th 9-10:20 a.m.; *Eglal Doss-Quinby*, M W F 10-10:50 a.m., T Th 10:30-11:50 a.m.

### 120a Low Intermediate French

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to reading short texts and developing writing skills. Prerequisite: two or three years of high school French. Four class hours per week plus laboratory. Enrollment limited to 16 per section.

4 credits

*Dinah Ribard*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; *Janie Vanpée*, M W F 11 a.m.-12:10 p.m.; *Nicole Ball*, M W F 1:10-2:30 p.m.

### 220a Intermediate French

Comprehensive grammar review through weekly practice in writing and class discussion. Texts will include a short movie, a play and a novel. Prerequisite: three or four years of high school French, 100d, 110d, 120 or permission of the department.

4 credits

*James Sacré*, M W F 9-9:50 a.m., Th 4-4:50 p.m.; *James Sacré*, M W F 10-10:50 a.m., Th 4-4:50 p.m.; *Laurence Joseph*, T Th 8-9:20 a.m.; *Martine Gantrel-Ford*, T Th 9-10:20 a.m.; *Martine Gantrel-Ford*, T Th 10:30-11:50 a.m.

### 220b Intermediate French

A repetition of 220a.

4 credits

*Nicole Ball*, M W F 10-10:50 a.m., Th 4-4:50 p.m.; *Dinah Ribard*, M W F 11 a.m.-12:10 p.m.

### 255j L'Argumentation orale

An immersion course in French oral expression in which students will be expected to spend three and a half hours a day in class plus some time in the laboratory studying and speaking French. The course will use authentic cultural materials—French television programs such as round table discussions, formal interviews, intellectual exchanges, documentary reporting and films that feature discussion, debate, or conversation—to analyze how the French converse, argue, persuade, disagree and agree with one another. Students will participate in a series of formal exercises, both oral and written, that will help them practice the techniques of argumentation, discussion and debate. Students will have the opportunity

to participate in informal conversations, animated by the instructor and her guests, each day at lunch. Intensive phonetic practice. Prerequisites: one course above FRN 220 or permission of the instructor. Enrollment limited to 14. (E)

4 credits

*Janie Vanpée*

M T W Th F 9-11 a.m. and 2:30-4 p.m. January 3 to January 21

### 300a Advanced Grammar and Composition

Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics; an initiation to the art of translation. Discussion and oral reports based on short texts and films. Prerequisite: one 200-level French course or permission of the instructor.

4 credits

*Denise Rochat*

M W F 11 a.m.-12:10 p.m.

### 301b Advanced Composition

A continuation of 300a. Emphasis on vocabulary building and development of prose style through weekly compositions or oral presentations. Some text editing; prose style analysis of major authors or journalists. Continuation of phonetic practice. Occasional films and videos. Prerequisite: 300a or permission of the instructor.

4 credits

*Janie Vanpée*

T Th 10:30-11:50 a.m.

## Literature

Unless otherwise stated, the prerequisite for 200-level literature or civilization courses is four years of high school French, or permission of the department.

Unless otherwise stated, the prerequisite for 300-level courses is one semester literature or civilization course at the 200-level or permission of the department. Students are strongly advised to take no more than two 200-level courses in literature or civilization.

### [AAS 201b The Literature of French-Speaking African and Caribbean Peoples in Translation]



**230a Readings in Modern Literature**

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced literature courses. A student may take only one section of 230. 4 credits

**A. Childhood and Self-Discovery**

Topic for 1993-94: An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 20th century French and Francophone authors such as Colette, Françoise Sagan, Alain Fournier, Cocteau. Films by directors such as Truffaut, Malle and others.

*Dinah Ribard*

M W F 11 a.m.-12:10 p.m.

**B. Quest for Identity**

Readings in various genres. Such authors as Anouilh, Ionesco, Gide, Duras.

*Laurence Joseph*

T Th 10:30-11:50 a.m.

**C. Fantasy and Madness**

A study of the imagination, its powers and limits in the individual and society, its role in the literary tradition. Such authors as Maupassant, Supervielle, Giraudoux, Alain-Fournier.

*Laurence Joseph*

T Th 1:10-2:30 p.m.

**230b Readings in Modern Literature**

4 credits

**A. Comic Relief and Comic Reality**

Questions about how comedy expresses our pleasures, fears and self-knowledge. Readings in various genres. Such authors as Feydeau, Jarry, Beckett, Rochefort, Daninos.

*Ann Leone*

M W F 10-10:50 a.m.

**B. Childhood and Self-Discovery**

A repetition of 230a A.

*Dinah Ribard*

M W F 1:10-2:30 p.m.

**C. Men and Women of Letters**

A combination of short literary pieces and personal letters by well-known 19th- and 20th-century authors. Emphasis will be placed on the relation of personal voice to literary style, and on that of the authors to

their times. George Sand, Flaubert, Proust, Gide.

*Martine Gantrel-Ford*

T Th 9-10:20 a.m.

**238a Studies in Literary Forms**

Topic for 1993-94: Comic Theatre. Readings may include medieval farces, as well as plays by Molière, Marivaux, Ionesco, Jarry and Beckett, among others. Prerequisite: one semester course at the 200 level, or permission of the instructor.

4 credits

*Ann Leone*

M W F 10-10:50 a.m.

**240a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on civilization. Basis for both French literature and French studies majors.

4 credits

Lec. T 3-3:50 p.m.; *Eglal Doss-Quinby*, M W F 9-9:50 a.m.

**240b Introduction to the Literature and Civilization of France**

A repetition of 240a.

4 credits

Lec. T 3-3:50 p.m.; sect. *Marie-José Delage*, M W F 9-9:50 a.m.; *James Sacré*, M W F 11-11:50 a.m.

**241a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films.

Emphasis on literature. Basis for both French literature and French studies majors.

4 credits

Lec. T 4-4:50 p.m.; *Marie-José Delage*, M W F 10-10:50 a.m.

**241b Introduction to the Literature and Civilization of France**

A repetition of 241a.

4 credits

Lec. T 3-4:30 p.m.; *Janie Vanpée*, T Th 9-10:20 a.m.

**259a Studies in Literary Forms: The Novel**

Readings of novels from Balzac to Duras.

Prerequisite: one semester course in language, literature, or civilization at the 200 level, or permission of the department. Well-qualified first-year students are urged to seek admission to this course.

4 credits

*Marilyn Schuster*, M W F 1:10-2:30 p.m.

**259b Studies in Literary Forms: The Novel**

A repetition of 259a.

4 credits

*Martine Gantrel-Ford*

T Th 10:30-11:50 a.m.

**CLT 272b Women Writing: 20th-Century Fiction**

4 credits

*Marilyn Schuster*

M W F 1:10-2:30 p.m.

**CLT 276b Theories of the Paratext**

4 credits

*Leyla Ezdinli*

M W F 11 a.m.-12:10 p.m.

**CLT 279b Women Writers of the Middle Ages**

4 credits

*Eglal Doss-Quinby, Nancy Mason Bradbury*  
(*English Language and Literature*)

T Th 9-10:20 a.m.

**CLT 305a Studies in the Novel**

Topic for 1993-94: The Picaresque Tradition

4 credits

*Janie Vanpée*

M W 1:10-2:30 p.m.

**[310a French Literature of the Middle Ages]**

Topic: Erotisme et Courtoisie. Through representative narrative and lyric texts, this course will explore the emergence, codification and eventual degradation of the concept of *fin' amors*, and oppose the courtly model of love to the eroticism characteristic of certain *genres popularisants*.

4 credits

**[320a French Literature of the Renaissance]**

An introduction to the major authors of the 16th century, including Rabelais, the poets of the Pléiade and Montaigne.

4 credits

**330a French Literature of the 17th Century**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical aesthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing and rebellion against authority.

4 credits

*Marie-José Delage*

M W F 11 a.m.-12:10 p.m.

**340b French Literature of the 18th Century**

Topic for 1993-94: From "Rameau's Nephew" to "Rameau's Niece." Were the writers of the Enlightenment subversive, conservative, or neither? What resonance does their work have today? Laughter, knowledge, desire and the construction of gender in Diderot (*Le Neveu de Rameau*), Voltaire and Montesquieu.

4 credits

*David Ball*

M W F 11 a.m.-12:10 p.m.

**350a Preromanticism and Romanticism**

The romantic revolution in the first half of the 19th century. Works by Rousseau, Chateaubriand, Hugo, Musset, Stendhal, Balzac and others.

4 credits

*Ann Leone*

M W F 9-9:50 a.m.

**355b From Realism to Decadence**

Fiction and poetry of the second half of the 19th century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism; naturalism and the scientific awakening; symbolism and decadence.

4 credits

*Lawrence Joseph*

T Th 10:30-11:50 a.m.

**360b French Literature of the 20th Century**

This course will focus on the various representations and meanings of childhood and adolescence in works by some of this century's major writers. Authors such as Proust, Colette, Sartre, Sarraute, Le Clézio and Agota Kristof.

4 credits

*Denise Rochat*

M W F 10-10:50 a.m.

**[365b Francophone Literature]**

A study of themes and forms of French literature outside of France in their cultural and historical contexts. Topic: French Canadian Women Writers. A study of fiction by some of French Canada's major writers such as Guèvremont, Roy, Blais, Hébert, Maillet.  
4 credits

**404a Special Studies**

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.  
4 credits

**404b Special Studies**

4 credits

**Civilization**

**240 and 241**, see Section B., Literature

Unless otherwise stated, the prerequisite for 200-level literature or civilization courses is four years of high school French or permission of the department.

Unless otherwise stated, the prerequisite for 300-level courses is one semester literature or civilization course at the 200-level or permission of the department. Students are strongly advised to take no more than two 200-level courses in literature or civilization.

**FLS 231b Great Directors**

Topic for 1993-94: Jean Renoir.  
4 credits

*David Ball*

M W F 9-9:50 a.m.; screening time M 7:30-9:30 p.m. and to be arranged

**235b Modern Life: The French Experience**

An introduction to French culture. The course focuses on major historical, geographical and contemporary cultural realities and introduces basic concepts of the French perception of France. Emphasis on 20th-century France.  
4 credits

*Leyla Ezdinli*

M W F 10-10:50 a.m.

**[250b French Cinema]**

A survey of French Cinema from its beginnings with the Lumière screenings in 1895 to the present. The approach will be cultural and historical. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Given in English. (To be offered in French in alternate years). Attendance at both film showings is required.  
4 credits

**251b Contemporary Civilization: The French Press**

An examination of contemporary French civilization in periodicals such as *Le Monde*, *L'Express*, *Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied.  
4 credits

*Dinab Ribard*, M W F 9-9:50 a.m.; *James Sacré*, M W F 10-10:50 a.m.

**380a Modern French Civilization**

Topic for 1993-94: Rural France: Myths and Realities (1850-1990). The cultural, social and daily life of the French farmer. Literary works will be read in the light of historical documents showing how the French characteristically see and imagine some of their most cherished roots.  
4 credits

*James Sacré*

M W F 1:10-2:30 p.m.

**389b Integrating Course**

A course for seniors designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography; economic and social evolution; Christian and humanistic traditions.  
4 credits

*Marie-José Delage*

M W F 11 a.m.-12:10 p.m.

**Seminars****[390a Stylistics]**

Composition, translations, analyses of various oral and written French styles.  
4 credits



**[391a Theme and Form in French Literature]**

To be offered in 1994-95.

4 credits

**393a French Thought**

Topic for 1993-94: Montaigne and the French Renaissance. The autobiographer in his political, social and artistic context. In addition to his own work we will examine that of contemporary poets and philosophers and their relationships to a France torn apart by civil war.

4 credits

*Marie-José Delage*

T 1-2:50 p.m.

**394a Studies in 19th-Century Literature**

Topic for 1993-94: Representing Femininity in 19th Century Fiction: The Case of Domestic Servants. The seminar will investigate the extent to which the representation of female domestic servants in 19th-century fiction has helped promote ways of thinking and writing about women, as well as furthering the concept of literary realism. Realist writers such as Balzac, Lamartine, Eugène Sue, George Sand, the Goncourts and Maupassant, with some attention to sociological and historical accounts of female domestic service.

4 credits

*Martine Gantrel-Ford*

M 1-2:50 p.m.

**395b Studies in 19th-Century Literature**

Topic for 1993-94: Writing One's Life in the Romantic Era. A study of different genres: autobiographies, memoirs, journals, novels, poems. Authors include Chateaubriand, Constant, Stendhal, Hugo, Nerval, Sand.

4 credits

*Lawrence Joseph*

T 1-2:50 p.m.

**The Majors**

**Advisers:** Members of the Department.

**Advisers for Study Abroad:** Marie-José Delage, Denise Rochat, James Sacré.

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

**French Language and Literature**

Requirements:

1. The basis for the French language and literature major: 240 or 241, or an equivalent accepted by the department;
2. Nine additional four-credit courses to be taken in the French department and distributed as follows:
  - a. 300a, followed by 301b;
  - b. a seminar in French language, literature, or civilization, to be taken in the senior year;
  - c. six additional semester courses (200 or 300 level), of which four must be literature courses at the 300 level.

A major must take at least one literature course in five of the following periods: Middle Ages, Renaissance, 17th century, 18th century, 19th century, 20th century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in only one of the periods.

A student electing to take 240 and 241 may use only one of these courses to fulfill the period requirement.

**French Studies**

Requirements:

1. The basis for the French Studies major: 240 or 241, or an equivalent accepted by the department;
2. Seven 4-credit courses in the French department distributed as follows:
  - a. 300a, followed by 301b;
  - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
  - c. a 300-level course or a seminar in French language, literature, or civilization to be taken in the senior year;
  - d. three additional 4-credit courses in French literature or civilization, of which two must be at the 300 level;
3. Two other 4-credit courses chosen from the French department (200 or 300 level) or from appropriate offerings in other departments.

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in only one of the periods.

A student electing to take 240 and 241 may use only one of these courses to fulfill the period requirement.

## Honors

**Director:** Martine Gantrel-Ford.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

## Graduate

**Adviser:** David Ball.

**580a Advanced Studies**  
Arranged in consultation with the department.  
4 credits

**580b Advanced Studies**  
4 credits

**580d Advanced Studies**  
8 credits

**590a Research and Thesis**  
4 or 8 credits

**590b Research and Thesis**  
4 or 8 credits

**590d Research and Thesis**  
8 credits

# Geology

## Professors

H. Robert Burger, Ph.D.  
H. Allen Curran, Ph.D., *Chair*  
Brian White, Ph.D.  
John B. Brady, Ph.D.  
Robert M. Newton, Ph.D.

## Lecturer

Ann Moss Burger, M.A.

## Research Associate

Casey Ravenhurst, Ph.D.

## Assistant Professor

Benjamin J. Greenstein, Ph.D.

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

### 105a Natural Disasters: Understanding and Coping

An analysis of several types of hazards (earthquakes, volcanic eruptions, landslides, floods, meteorite impacts and severe weather), the current status of predicting disasters, how to minimize their impact, the effect of disasters on the course of human history and the record of past great disasters in myth and legend. Intended for nonscience majors.

4 credits

*Robert Burger*

M W F 2:40-3:40 p.m.

### [106a Landscapes of North America]

An examination of North American landscapes with emphasis on the origin of the national parks and monuments. Intended for nonscience majors.

4 credits

### 108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters,

coastal processes, marine biologic productivity and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. Enrollment limited to 60.

4 credits

*Allen Curran*

M W F 9-9:50 a.m.; lab M 1:10-4 p.m. or T 1-3:50 p.m. or W 1:10-4 p.m. or Th 1-3:50 p.m.

### 109b The Environment

A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning.

4 credits

*Robert Newton*

T Th 10:30-11:50 a.m.

### 111a Introduction to Earth History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes,



earthquakes, rivers, ice ages and dinosaur habitats.

4 credits

*Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab T 1-3:50 p.m.  
or W 1:10-4 p.m. or Th 1-3:50 p.m.

### **111b Introduction to Earth History**

A repetition of 111a.

4 credits

*Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab M 1:10-4 or  
Th 1-3:50 p.m.

### **221a Mineralogy**

Elements of crystallography and crystal chemistry; principles of optical mineralogy, x-ray diffraction and spectroscopy; identification and parageneses of the common rock-forming minerals. Prerequisite: 111a or b, or 108b. Enrollment limited to 28.

4 credits

*John Brady*

T Th 9-10:20 a.m.; lab Th 1:10-4 p.m.

### **222b Petrology**

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a. Enrollment limited to 28.

4 credits

*John Brady*

T Th 9-10:20 a.m.; lab Th 1:10-4 p.m.

### **231a Invertebrate Paleontology and Paleoecology**

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. Enrollment limited to 28.

4 credits

*Allen Curran*

M W F 11 a.m.-12:10 p.m.; lab W 1:10-4 p.m.

### **232a Sedimentology**

A study of modern sediments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record.

Prerequisites: 111a or b, or 108b. Enrollment limited to 28.

4 credits

*Brian White*

T Th 10:30-11:50 a.m.; lab T or Th 1:10-4 p.m.

### **235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis**

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) 1 credit

*John Brady, Richard Briggs (Biology), Robert Newton*

Lec. M T W Th 8:30 a.m.-noon January 10-13, 1994; two hour lab to be arranged F January 14 and M T W Th F January 17-21.

### **241b Structural Geology**

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Prerequisite: 111a or b, or any 200-level geology course. Enrollment limited to 28.

4 credits

*Robert Burger*

M W F 9-9:50 a.m.; lab T 1-4 p.m.

### **251b Geomorphology**

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, or 108b. Enrollment limited to 28.

4 credits

*Robert Newton*

M W F 10-10:50 a.m.; lab M 1:10-4 p.m.

### **270j Carbonate Systems and Coral Reefs of the Bahamas**

A field-oriented course to examine in detail

the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. (E).

4 credits

*Allen Curran, Brian White*

Eight full field days on San Salvador Island; 2 travel days; during January 1994 Interterm.

### **[PPL 303b Public Policy for Marine and Coastal Resources]**

#### **309a Groundwater Geology**

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and methods of artificial recharge. Prerequisites: 111a or b and MTH 111a or b. Enrollment limited to 14.

4 credits

*Robert Newton*

M W F 10-10:50 a.m.; lab M 1:10-4 p.m.

#### **311a Environmental Geophysics**

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive field-work including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level, and MTH 111a or b. Enrollment limited to 12.

4 credits

*Robert Burger*

M W F 9-9:50 a.m.; lab Th 1-4 p.m.

#### **334b Carbonate Sedimentology**

A detailed study of the formation, deposition, lithification and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the

present. Field trips to classic carbonate localities in New York State. Prerequisite: 232a. Enrollment limited to 12.

4 credits

*Brian White*

Th 7-10 p.m.

#### **361b Tectonics and Earth History**

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed in the rocks and fossils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently.

4 credits

*Benjamin Greenstein and Brian White*

T Th 10:30-11:50 a.m.

#### **400a Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

*Members of the Department*

#### **400b Advanced Work or Special Problems in Geology**

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## **The Major**

**Advisers:** for the class of 1994, John Brady; for the class of 1995, Benjamin Greenstein; for the class of 1996, Robert Newton; for the class of 1997, Brian White.

**Adviser for Study Abroad:** Robert Newton.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and math-

ematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 231a, 232a, 251b, 361b and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109b, 221a, 232a and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

**Requirements:** six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

## Honors

**Director:** John Brady.

### 430d Thesis

3 credits

### 432d Thesis

12 credits

**Basis:** 111a or b, or 108b.

**Requirements:** seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

The department regularly sponsors an Inter-term course in the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.



# German Language and Literature

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## Professor

Hans Rudolf Vaget, Ph.D. (German Language and Literature and Comparative Literature)

## Associate Professors

Margaret Skiles Zelljadt, Ph.D.

†Gertraud Gutzmann, Ph.D.

Jocelyne Kolb, Ph.D.

Joseph George McVeigh, Ph.D., *Chair*

## Assistant Professor

Sunka Simon, Ph.D.

## Lecturer

Ernestine Stieber, M.A.

## Visiting Lecturer

Hans Liermann, M.A.

## Adjunct Lecturer and Director of the Center for Foreign Languages and Cultures

§Robert Chapin Davis, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100d, 110d, 120a).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## German Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises and listening and reading comprehension. Emphasis

on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

8 credits

*Ernestine Stieber*, MTWF 8-8:50; *Joseph McVeigh*, M W F 10-10:50 a.m., Th 4-4:50 p.m.

### 110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.

12 credits

*Sunka Simon*

M W F 10-10:50 a.m., T Th 9-10:20 a.m.

### 120a Intermediate German I

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing

and aural comprehension. Prerequisite: two entrance units or 100d.

4 credits

*Jocelyne Kolb*, M W F 10-10:50 a.m., Th 4-4:50 p.m.; *Ernestine Stieber*, M W F 11-12:10 a.m.

### 220a Intermediate German II

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a, or permission of the instructor.

4 credits

*Jocelyne Kolb*

M W F 11 a.m.-12:10 p.m.

### 220b Intermediate German II

A repetition of 220a.

4 credits

*To be announced*

M W F 11 a.m.-12:10 p.m.

### 221a Conversation and Composition

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay.

4 credits

*Hans Liermann*

M W F 1:10-2:30 p.m.

### 221b Conversation and Composition

A repetition of 221a.

4 credits

*Hans Liermann*

M W F 1:10-2:30 p.m.

### [240b Analyzing and Writing Contemporary German]

Designed to assist intermediate students in understanding contemporary German texts from the perspective of purpose, content and style. Materials will include advertisements, newspaper articles, letters, cartoons, speeches, official forms, literary selections and song lyrics, as well as taped interviews and conversations. Weekly practice in writing and a selective grammar review. Prerequisite: 221a or b, placement, or permission of the instructor. To be offered in 1994-95.

4 credits

### 340a Advanced Studies in Translation and Style

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor.

4 credits

*Hans R. Vaegt*

M W 2:40-4 p.m.

## German Literature and Civilization

### 225a Readings in German Literature

An introduction to German literature with attention to literary form and literary analysis; designed to develop skills in oral expression and expository writing. Prerequisite: 221a or b or permission of the instructor.

4 credits

*Hans R. Vaegt*

M W 1:10-2:30 p.m.

### 281b German Civilization

A survey of the cultural, social, economic and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the 19th century, the Wilhelminian Era, the Weimar Republic, the Third Reich, with a brief exploration of developments after 1945); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. Prerequisites: 221 or 225 or permission of the instructor. Introductory courses in European history strongly recommended.

4 credits

*Joseph McVeigh*

M W F 11 a.m.-12:10 p.m.

### 301b Literary Forms and Genres

The development of one of the major genres in its cultural context: poetry, drama (*Lustspiel*, *Trauerspiel*, *Geschichtsdrama*); narrative (*Novelle*, *Bildungsroman*, *Eheroman*, *Autobiographie*). Topic for 1993-94: Lyrik. The study of such forms as the sonnet, the ballad, the Volkslied, the ode, as well as poems in free verse; special emphasis will be given to the tension between inherited forms

and poetic innovation. Prerequisite: 225 or permission of the instructor.

4 credits

Jocelyne Kolb

M W 2:40-4 p.m.

### 332a The Age of Goethe

The course will alternately concentrate on *Aufklärung*, *Sturm und Drang* and *Weimarer Klassik*. Topic for 1993-94: *Aufklärung*. To what extent are the ideas of this period the source and anticipation of many ideas we call "modern"? This question will arise repeatedly as we read texts principally by Lessing (*Nathan der Weise*, *Emilia Galotti*, *Minna von Barnhelm*, *Fabeln*, short pieces on philosophy and literary theory), augmented by writings of Johann Christoph Gottsched, Luise Gottsched, Kant, Sophie von la Roche and Wieland. Some time will also be devoted to the Enlightenment in other European countries.

4 credits

Jocelyne Kolb

M W 1:10-2:30 p.m.

### 334b Romanticism

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of "folk" poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff.

4 credits

Hans R. Vaget

W F 11 a.m.-12:10 p.m.

### [335b Nineteenth-Century Literature]

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on movements such as Young Germany, Poetic Realism and Naturalism. A consideration of the following questions: political opposition and social commitment; the unsuccessful revolution of 1848; nationalism and unification. Representative works by authors such as Heine, Büchner, Keller, Mörike, Annette von Droste-Hülshoff, Fontane, Raabe, Hauptmann; Marx, Nietzsche, Wagner. To be offered in 1994-95.

4 credits

### 336a Twentieth-Century Literature

Topic for 1993-94: 1933 to the Present. Exile literature; the literary response to National Socialism and the Holocaust (*Vergangenheitsbewältigung*) and to the division of Germany. Works by authors such as Brecht, Frisch, Dürrenmatt, Weiss, Benn, Celan, Böll, Grass, Walser, Ch. Wolf, Bachmann, Seghers, Handke, Bernhard.

4 credits

Joseph McVeigh

T Th 10:30-11:50 a.m.

### 351b Senior Seminar: Major Authors

Topic for 1993-94: Theodor Fontane (1819-1898). Four of Fontane's novels (*Cécile*; *Irrungen*, *Wirungen*; *Frau Jenny Treibel*; and *Effi Briest*) will provide the focus, along with some of his autobiographical and critical writings, for questions like the following: In what sense is Fontane a "realist"? How and why does history play a crucial role in his novels? Why are so many of his protagonists women? How do his novels translate into film? What accounts for his reputation inside and outside of Germany?

4 credits

Jocelyne Kolb

T 3-4:50 p.m.

### 404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## Courses in English

### 227b Topics in German Literature

Topic for 1993-94: Wagner, Hitler, Anti-Semitism. Starting with the current debate about Wagner in Israel we will study various questions posed by Wagner's impact on European culture and politics: Wagner's reform of opera; his nationalism and anti-Semitism; nationalist, modernist and Marxist readings of Wagner; Hitler as Wagnerian; Wagner in the Third Reich; the Hitler-Wagner debate in America and Germany.



We will study one opera in detail, *The Mastersingers of Nuremberg* (video); readings from Wagner, Nietzsche, Hitler, P. Viereck, T. Mann, T.W. Adorno, E. Bloch and others.

4 credits

*Hans R. Vaget*

M W 2:40-4 p.m.

### **228b The New German Cinema**

Representative films of the New German Cinema (1962-present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Kluge, Schlöndorff, Trotta, Wenders, Brückner, Sanders-Brahms.

4 credits

*Sunka Simon*

T Th 3-4:50 p.m.

### **[288b History and Literature of Germany: 1945 to the Present]**

A study of the social, political and cultural development of the Federal Republic and the German Democratic Republic since 1945, and in particular the role of literature, theatre, film, the press and popular culture in this process. Special attention will be given to current changes in Central Europe since the opening of the border between East and West Germany; the issue of unity; and the potential impact of these changes on Europe in the 1990s. Texts by authors such as Böll, Seghers, Grass, Ch. Wolf, Heym, Walser, Schneider, Maron, Hein and other current authors. To be offered in 1994-95.

4 credits

### **CLT 251b Portraits of the Artist**

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Wagner, Ibsen, DeVigny, Th. Mann, Kafka, Shaffer, Osborne and others.

4 credits

*Hans R. Vaget*

M W 1:10-2:30 p.m.

### **[CLT 361a The Faust Myth]**

### **CLT 375a Epistolary Fictions**

### **[FLS 241a Genre/Period]**

## **The Major**

**Adviser:** Jocelyne Kolb.

**Adviser for Study Abroad:** Joseph McVeigh.

Requirements: based on 220a or b or the equivalent. Nine courses above the basis: two from 221a or b, [240b], 225a or 281b; 301b; 332a; 334b or [335b]; 336a; 340a; 351b; one from 227b, 228b, [288b], [FLS 231a], [FLS 241a].

## **The Minor**

**Adviser:** Jocelyne Kolb.

Requirements: based on 220a or b or the equivalent. Six courses above the basis: two from 221a or b; [240b], 225a, 281b; 301b; two from 332a, 334b; [335b]; 336a or 351b; one from 227b, 228b, [288b], [FLS 231a] or [FLS 241a].

## **Honors**

**Director:** Joseph McVeigh.

### **430d Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a one-semester thesis course (431a), as well as an oral examination in the general area of the thesis.

# Government

## Professors

Peter Niles Rowe, Ph.D.  
 †Philip Green, Ph.D.  
 †Donald Leonard Robinson, M.Div., Ph.D.  
 Susan C. Bourque, Ph.D., *Chair*  
 Steven Martin Goldstein, Ph.D.  
 Donna Robinson Divine, Ph.D.  
 Martha A. Ackelsberg, Ph.D.  
 Donald C. Baumer, Ph.D.

## Associate Professors

Walter Morris-Hale, Ph.D.  
 Patrick Coby, Ph.D.  
 \*Dennis Yasutomo, Ph.D.

## Adjunct Associate Professor

<sup>1</sup>Robert Hauck, Ph.D.

## Assistant Professors

Howard Gold, Ph.D.  
 †Velma E. Garcia, Ph.D.  
 †Elizabeth Doherty, Ph.D.  
 Gregory White, Ph.D.  
 Luan Troxel, Ph.D.  
 George E. Shambaugh IV, Ph.D.

## Instructor

Alice L. Hearst, J.D.

## Lecturers

<sup>2</sup>Leo Weinstein, Ph.D.  
<sup>2</sup>Stanley Rothman, Ph.D.  
<sup>1</sup>Paige Batey, Ph.D.  
<sup>1</sup>Michael Klare, Ph.D.

## Assistant in Social Sciences

Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

## 100d Introduction to Political Science

Students considering a government major are encouraged to take GOV 100 in their first or second year. *First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course.

8 credits

*Patrick Coby, Martha Ackelsberg and Members of the Department*

Lec. T Th 11-11:50 a.m.; dis. Th 1-1:50 p.m., Th 1-1:50 p.m., Th 1-1:50 p.m., Th 1-1:50 p.m., Th 2-2:50 p.m., Th 2-2:50 p.m., F 9-9:50 a.m., F 10-10:50 a.m., F 11-11:50 a.m., F 1:10-2 p.m.

*Second semester:* A study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists.

*Martha Ackelsberg, Donna Divine and Members of the Department*

Lec. T Th 11-11:50 a.m.; dis. Th 1-1:50 p.m., Th 1-1:50 p.m., Th 1-1:50 p.m., Th 2-2:50 p.m., Th 2-2:50 p.m., F 9-9:50 a.m., F 10-10:50 a.m., F 10-10:50 a.m., F 11-11:50 a.m., F 1:10-2 p.m.

## 190b Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American

politics, comparative politics and international relations.

4 credits

*Howard Gold (Government), Molly Robinson (Social Sciences)*

M W 11 a.m.-12:10 p.m.; lab to be arranged

## American Government

### 200b American Government

A study of the major institutions of American government and their interaction in the determination of public policy.

4 credits

*Donald Baumer*

M W F 9-9:50 a.m.

### 201a American Constitutional Development

The study of Supreme Court decisions; documents and other writings dealing with Constitutional theory and interpretation. Not open to first-year students.

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### 202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students.

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### [203a American Political Parties]

An examination of the contribution of parties to political representation and to the governing process. Opportunities for fieldwork, including participation in a local campaign. To be offered in 1994-95.

4 credits

*Donald Robinson*

### 204a Urban Politics

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban

development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live.

4 credits

*Martha Ackelsberg*

M W 11 a.m.-12:10 p.m., occasionally F 11-11:50 a.m.

### [205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1994-95.

4 credits

*Martha Ackelsberg*

### [206a The American Presidency]

An analysis of the executive power in the Constitution and of the changing character of the executive branch. To be offered in 1994-95.

4 credits

*Donald Robinson*

### 207a Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term.

4 credits

*Donald Baumer*

M W F 11 a.m.-12:10 p.m.

### [208a Elections in the Political Order]

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Students conduct election simulation. To be offered in 1994-95.

4 credits

*Howard Gold*

### 209b Congress and the Legislative Process

An analysis of the legislative process in the



United States, focused on the contemporary role of Congress in the policy-making process.

4 credits

*Donald Baumer*

M W F 11 a.m.-12:10 p.m.

### **210a Public Opinion and Mass Media in the United States**

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics.

4 credits

*Howard Gold*

T Th 10:30-11:50 a.m.

### **211b Gender and Politics**

The impact of sex on power and influence in American political life. Prerequisite: a prior 200-level course in American politics or permission of the instructor. Not open to first-year students.

4 credits

*Susan Bourque*

T Th 9-10:20 a.m.

### **[215a The Politics of Advanced Industrial Society]**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

### **[216a Minority Politics]**

An examination of political issues facing the minority communities of American society. Topics include electoral politics, social movements and gender and class issues. To be offered in 1994-95.

4 credits

*Velma Garcia*

### **[PPL 254b Agricultural and Public Policy in the United States]**

To be offered in 1994-95.

4 credits

*Donald Baumer (Government), Philip Reid (Biology)*

### **[PPL 303b Public Policy for Marine and Coastal Resources]**

4 credits

*John Burk (Biological Sciences), Allen Curran (Geology)*

### **[PPL 304a Seminar in American Government: Science, Technology and Public Policy]**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management and environmental cancer. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors.

4 credits

### **305a Seminar in American Government**

Topic for 1993-94: Law, Family and State. Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required.

4 credits

*Alice Hearst*

T 1-2:50 p.m.

### **[306a Seminar in American Government]**

Presidential Leadership. Should presidents "lead?" What did the framers intend? What does leadership have to do with presidential greatness? Student projects will assess particular presidents as leaders. To be offered in 1994-95.

4 credits

*Donald Robinson*

### **[307b Seminar in American Government]**

Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. To be offered in 1994-95.

4 credits

*Velma Garcia***308b Seminar in American Government**

Topic for 1993-94: The Politics of Poverty. An examination of the nature and extent of poverty in the United States and of policies designed to ameliorate poverty. A primary focus will be anti-poverty legislation of the Kennedy-Johnson era, especially the effectiveness of such legislation during the 1970s and 1980s. This review of recent governmental efforts to combat poverty will set the stage for an exploration of contemporary debates about poverty policy. Prerequisite: a 200 level course in American Government.

4 credits

*Donald Baumer*

Th 3-4:50 p.m.

**309a Seminar in American Government**

Topic for 1993-94: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues and electoral politics. Special attention will be paid to changes during the Reagan years.

4 credits

*Howard Gold*

T 1-2:50 p.m.

**[310b Seminar in American Government]**

4 credits

**311b Seminar in Urban Politics**

Topic for 1993-94: Urban Social Movements

4 credits

*Martha Ackelsberg*

T 3-4:50 p.m.

**411a Seminar in American Government**

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C.

4 credits

*Robert Hauck***412a Semester-in-Washington Research Project**

Open only to members of the Semester-in-Washington Program.

8 credits

*Donald Baumer*

## Comparative Government

**221a The Politics of Western Europe**

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation, and contemporary political issues and developments. Countries covered include: Britain, France, Italy, Sweden and Germany.

4 credits

*Luan Troxel*

M W F 9-9:50 a.m.

**222b The Politics of Eastern Europe**

An examination of East European politics. The course will briefly trace the development of the East European states from their places in multi-ethnic empires through their inclusion in the "Soviet Bloc" in order to understand the major political problems facing the politics today. Major issues include: the collapse of communism, the rise of nationalism, economic instability and newly forming elite-mass relationships.

4 credits

*Luan Troxel*

M W F 9-9:50 a.m.

**223a Government and Politics of the Soviet Union and Its Successor States**

An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states.

4 credits

*Steven Goldstein*

M W F 11 a.m.-12:10 p.m.

**224a Governments and Politics of the Middle East and North Africa**

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts and terrorism.

4 credits

*Donna Robinson Divine*

T Th 10:30-11:50 a.m.

**[225b The Founding of Constitutional Systems]**

An analysis of constitutional foundations in

newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. To be offered in 1994-95.

4 credits

*Donald Robinson*

### **226a Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered.

4 credits

*Susan Bourque*

T Th 9-10:20 a.m.

### **227a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic and social factors. Traditional African government, colonial administration and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

T Th 10:30-11:50 a.m.

### **228b Government and Politics of Japan**

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics.

4 credits

*Dennis Yasutomo*

T Th 9-10:20 a.m.

### **[229a Government and Politics of Israel]**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel and the revival of the Hebrew language. To be offered in 1994-95.

4 credits

*Donna Robinson Divine*

### **230b Government and Politics of China**

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation and patterns of party and state power.

4 credits

*Steven Goldstein*

M W F 11 a.m.-12:10 p.m.

### **231b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

T Th 10:30-11:50 a.m.

### **[232b Politics and Society]**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third World nations. Emphasis on the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

### **[233b Problems in Political Development]**

Social change and political development in the Third World. To be offered in 1994-95.

4 credits

*Velma Garcia*

### **321b Seminar in Comparative Government**

Topic for 1993-94: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3-4:50 p.m.



**[322a Seminar in Comparative Government]**

Topic: Mexican Politics from 1910-Present.

To be offered in 1994-95.

4 credits

*Velma Garcia*

**[323b Seminar in Comparative Government]**

Topic: Europe and World Politics. Europe's situation in contemporary international relations, from the post-war period through the Revolution, "beyond the Yalta" of 1989-90. European unification and European security are the two broad themes. Central issues are: the division and reunification of Europe; significance of the collapse of Communism; German unification and the new "German question;" development of the European Community.

4 credits

**[324a Seminar in Comparative Government]**

Topic for 1993-94: Gender, Education and Democracy in Latin America. The politics of gender, education and democratic transformation will be examined in a range of countries. Prerequisite: GOV 226a or the equivalent.

4 credits

*Susan Bourque*

T 1-2:50 p.m.

**[325a Seminar in Comparative Government]**

4 credits

**[333b Seminar: The Politics of Capitalism]**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism and alternatives to capitalism. To be offered in 1994-95.

4 credits

*Philip Green*

**International Relations**

241a or b is suggested preparation for all other courses in this field.

**241a International Politics**

An introduction to the theoretical and empirical analysis of states in the international

system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations and the increasing prominence of global issues such as the environment, human rights and humanitarian aid.

4 credits

*Gregory White*

M W F 9-9:50 a.m.

**241b International Politics**

A repetition of 241a.

4 credits

*George Shambaugh*

T Th 9-10:20 a.m.

**242b The Politics of International Economic Relations**

An examination of the assumptions and logic of the liberal, realist and Marxian traditions for understanding the post-World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony and the implications of the post-1989 "New World Order" for Third World development.

4 credits

*Gregory White*

M W F 9-9:50 a.m.

**[243a International Law]**

The function of law in the international community, with special reference to its relationship to politics and social change. Not open to first-year students. To be offered in 1994-95.

4 credits

*Peter Rowe*

**244a Foreign Policy of the United States Since 1898**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present.

4 credits

*Peter Rowe*

M W F 11 a.m.-12:10 p.m.

**[245a Foreign Policy of the United States]**

The impact of the decision-making process on U.S. foreign policy. Consideration of the Presidents' personality and leadership style, the advisory system and the bureaucratic and domestic political contexts as explanations of a number of key foreign policy decisions in the post-war era. To be offered in 1994-95.

4 credits

**248b The Arab-Israeli Dispute**

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute.

4 credits

*Donna Robinson Divine*

T Th 9-10:20 a.m.

**[250a Case Studies in International Relations]**

The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. The course will focus on a number of cases in international relations, which will be studied intensively. To be taught largely through discussion. Recommended preparation: 241. Enrollment limited to 35. To be offered in 1994-95. (E)

4 credits

*Elizabeth Doberty*

**251a Problems of International Security**

A survey of the emerging threats to international peace and security in the post-Cold War era and of methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peace keeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem and to write a term paper.

4 credits

*Michael Klare*

T Th 10:30-11:50 a.m.

**341b Seminar in International Politics**

Topic for 1993-94: National Security in the New World Order. An examination of the theory, practice, and possible limitations of the use of force in international relations.

Topics include ethnic conflict, nationalism, terrorism, weapons proliferation and control and the role of international organizations in addressing these problems.

4 credits

*George Shambaugh*

T 1-2:50 p.m.

**342a Seminar in American Government and International Politics**

Studies in U.S. Foreign Policy: the formation of policy in relation to international law and international organization.

4 credits

*Peter Rowe*

M W 2:40-4 p.m.

**[343b Seminar in International Politics]**

4 credits

**[344b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. To be offered in 1994-95.

4 credits

*Steven Goldstein*

**345a Seminar in International Politics**

Topic for 1993-94: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3-4:50 p.m.

**346a Seminar in International Politics**

Topic for 1993-94: Gender and Politics in Europe. An examination of gender and politics in East and West Europe. The course will compare the changing roles of women in East and West Europe and will examine the links between gender, power and public policy.

4 credits

*Luan Troxel*

T 3-4:50 p.m.

**347b Seminar in International Politics**

Topic for 1993-94: The European Community in the International Political Economy. This seminar focuses on the history of the European Community as well as competing explanations to explain EC integration and its "situation" in the international political

economy. Special attention is given to the character of the EC's relationship with different regions of the Third World and related issues such as agricultural subsidies, EC-U.S. trade wars, migration and the prospects for EC diplomacy after 1992.

4 credits

*Gregory White*

T 3-4:50 p.m.

### **[348a Seminar in International Politics]**

Topic: Conflict and Cooperation in Asia. An analysis of the emergence of East and South-east Asia in world politics since the late 19th century, with special attention given to the post-World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asians and Western powers. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." To be offered in 1994-95.

4 credits

*Dennis Yasutomo*

### **349b Seminar in International Relations and Comparative Politics**

Topic for 1993-94: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan.

4 credits

*Steven Goldstein*

M 7:30-9:30 p.m.

### **350a Seminar in Comparative Government and International Relations**

Topic for 1993-94: The role of institutions in organizing international life. An examination of the theory and practical use of international institutions to address global problems of economic stability and development, including economic policy coordination, trade, aid and debt management; peace-keeping and the resolution of conflict; human rights; and the environment. Prerequisites: GOV 100 and 241a.

4 credits

*George Shambaugh*

T 1-2:50 p.m.

### **[352a Seminar in Comparative Government and International Relations]**

Topic: International Development Policy. An examination of the dilemmas of development policy choices, with special emphasis on the

experiences of international institutions such as the World Bank and the International Monetary Fund. Substantive topics include the design and implementation of projects to alleviate poverty and inequality among the rural and urban poor; the political economy of stabilization and liberalization programs in debtor states.

4 credits

### **351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

The sociocultural, political and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. Permission of the instructor is required.

4 credits

*Dennis Yasutomo*

T 1-2:50 p.m.

## **Political Theory**

### **261a Ancient and Medieval Political Theory**

An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include: the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients.

4 credits

*Patrick Coby*

M W F 11 a.m.-12:10 p.m.

### **262b Early Modern Political Theory, 1500-1800**

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems.

4 credits

*Patrick Coby*

M W F 11 a.m.-12:10 p.m.



**[263a Political Theory of the 19th and 20th Centuries]**

A study of the major liberal and nonliberal political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber and Marcuse. Not open to first-year students. To be offered in 1994-95.

4 credits

*Philip Green*

**[264b Problems in Democratic Thought]**

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. To be offered in 1994-95.

4 credits

*Philip Green*

**265b Human Nature and Politics**

An examination of theories of human nature, including psychoanalysis, behaviorism and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence and the sources and consequences of contemporary changes in American lifestyles.

4 credits

*Stanley Rothman*

W F 11 a.m.-12:10 p.m.

**361a Seminar in American Political Thought**

Topic for 1993-94: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty and equality and the struggle over slavery and states rights.

4 credits

*Patrick Coby*

T 1-2:50 p.m.

**362b Seminar in Political Theory**

Topic for 1993-94: Mill and Nietzsche: Rationalism and Its Rejection in Modern Political Theory.

4 credits

*Leo Weinstein*

T 3-4:50 p.m.

**364a Seminar in Political Theory: Feminist Theory**

Through a study of historical and contemporary writings about women and politics, this seminar examines descriptive and normative theories about women's place in society and political life, and the impact of gender, race and class on political behavior. It also explores the ways in which taking gender as a category of analysis affects our theorizing about political life. Prerequisites: 100d or the equivalent; at least one course that addresses issues of gender in society (preferably from the list of courses approved for the major in women's studies).

4 credits

*Martha Ackelsberg*

T 3-4:50 p.m.

**366a Seminar: Ideology, Culture and Politics**

How are hierarchies of gender, class and race maintained in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 263a or equivalent recommended.

4 credits

*Paige Batey*

T 1-3 p.m.

**404a Special Studies**

Admission for majors by permission of the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission for majors by permission of the department.

8 credits

**The Major**

**Advisers:** Martha Ackelsberg, Donald Baumer, Susan Bourque, Patrick Coby, Donna Robinson Divine, Howard Gold, Steven Goldstein, Walter Morris-Hale, Alice

Hearst, Peter Rowe, George Shambaugh, Luan Troxel, Dennis Yasutomo.

**Advisers for Study Abroad:** Walter Morris-Hale, Steven Goldstein.

**Prelaw Advisers:** Alice Hearst, George Shambaugh and members of the department.

**Graduate School Advisers:** Martha Ackelsberg, Luan Troxel.

**Director of the Jean Picker Semester-in-Washington Program:** Donald Baumer.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

## The Minor

**Advisers:** Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

## Honors

**Director:** Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in

their major. Eligible students are encouraged to apply in the Spring of their junior year, but Fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

### 430d Thesis

8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two. These courses must include a second course in political theory, but need not include a seminar.
2. Students must attend a non-credit seminar on research methods during the first four weeks of the Fall semester.
3. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the Spring semester revising their papers and will submit the final version by April 1.
4. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

## Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202a, 203a, 206a, 207a, [208a] and 209b. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.



# History

## Professors

Mary Maples Dunn, Ph.D.  
 Joan Afferica, Ph.D.  
 †R. Jackson Wilson, Ph.D.  
 Lester K. Little, Ph.D.  
 Howard Allen Nenner, LL.B., Ph.D.  
 †Joachim W. Stieber, Ph.D.  
 Neal E. Salisbury, Ph.D., *Chair*  
 Daniel Horowitz, Ph.D. (American Studies  
 and History)  
 Helen Lefkowitz Horowitz, Ph.D. (History  
 and American Studies)  
 Daniel K. Gardner, Ph.D.

## Assistant Professors

Ann Zulawski, Ph.D. (History and Latin  
 American Studies)

†Ernest Benz, Ph.D.  
 Robert Weir, Ph.D.  
 Richard Lim, Ph.D.  
 Michael Dettelbach, Ph.D.  
 Keith Allen Lewinstein, Ph.D. (Religion and  
 Biblical Literature and History)

## Lecturers

<sup>2</sup>Joan Landes, Ph.D.  
<sup>2</sup>Susan Lewandowski, Ph.D.

## Hamburg Exchange Lecturer

Peter Borowsky, D.Phil.

## Research Associate

Marylynn Salmon, Ph.D.

First-year students who are considering a major or advanced work in history are encouraged to enroll in 100a or 113a. Those with strong backgrounds in history or with History Advanced Placement scores of 4 or 5 should begin with courses at the 200-level. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a Introduction to European History from Antiquity to 1500

A survey of the history, culture and society of the Mediterranean world and Europe, including Greece, Rome, medieval and Renaissance Europe. Recurring themes: social and political ideals and realities, models of human organization and authority, modes of historical understanding. Intended primarily for first- and second-year students; others may be admitted by permission of the course director.  
 4 credits

*Richard Lim, Director*

Lec. T Th 9-10 a.m.; dis. Th 1-2 p.m.; Th 3-4 p.m.; Th 7:30-8:30 p.m.

### 101b Ideas and Institutions in European History Since 1500

Examines scientific activity, from Galileo's telescopic discoveries to Watson and Crick's elucidation of the double-helical structure of DNA, as an integral part of the cultures in which it takes place, from Medicean Florence to the Cold War. How are truths about Nature established, and do such truths describe Nature or Culture? Does science progress? And if so, does history progress?  
 4 credits

*Michael Dettelbach, Director*

Lec. T Th 9-9:50 a.m.; dis. Th 10-11:50 a.m.; Th 1-2:50 p.m.; Th 3-4:50 p.m.

### 113a An Introduction to the History of the United States to 1876

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life and culture.

4 credits

*Neal Salisbury, Director*

Lec. M W 1:10-2 p.m.; dis. M W 2:40-3:30 p.m., *Robert Weir*; Th 3-4:50 p.m., *Neal Salisbury*; Th 3-4:50 p.m., *Robert Weir*

### **114b An Introduction to the History of the United States, 1876-Present**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life and culture.

4 credits

*Daniel Horowitz, Director*

Lec. M W 1:10-2:20 p.m.; dis. M W 2:30-3:40 p.m.; T 3-4:50 p.m.; Th 3-4:50 p.m.

## **Lectures and Colloquia**

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

## **Antiquity**

### **[202a (L) Archaic and Classical Greece]**

From the emergence of the Greek world out of the Dark Age to the rise of Philip II of Macedon, c.800-336 B.C., focusing on the politics, society and culture of late archaic and classical Greece; tyranny and the development of the polis; the Persian Wars; freedom, empire and democracy; the Golden Age of Pericles; religion and society; the Peloponnesian War; the emergence of Macedon and the demise of Greek freedom. To be offered in 1994-95.

4 credits

*Richard Lim*

### **[203b (L) Alexander the Great and the Hellenistic World]**

Exploration of the life and career of Alexander the Great and the political, social and cultural effects of his conquest of the Persian empire, including the expansion of Hellenic culture and oriental influences; emergence of cosmopolitan society and culture; monarchy and the city-state; ruler cult, traditional gods and mystery religions; exploration, learning and science. To be offered in 1994-95.

4 credits

*Richard Lim*

### **204a (L) The Roman Republic**

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. The Late Republic will receive special emphasis.

4 credits

*Richard Lim*

T Th 10:30-11:50 a.m.

### **205b (L) The Roman Empire**

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity.

4 credits

*Richard Lim*

T Th 10:30-11:50 a.m.

### **[206b (C) Aspects of Ancient History]**

Topic for 1994-95: The Emergence of Byzantium: Diocletian to Justinian. Examines the socioeconomic, cultural, political and military transformations of the Mediterranean world from the end of the third century to the middle of the sixth, culminating in nascent Byzantine civilization. Topics of special interest: relationship of emperors to cities and civic elites, the rise of bishops as civic patrons, interactions between pagans, Jews and Christians. The changing shape of the classical city and the impact of asceticism. To be offered in 1994-95.

4 credits

## **Islamic Middle East**

### **207a (L) Islamic Civilization to the 15th Century**

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (7th

century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; Islamization of the Middle East; creation and transformation of new imperial institutions; political developments; slave soldiers; urban societies; and the formation of Islamic culture.

4 credits

*Keith Lewinstein*

T Th 10:30-11:50 a.m.

### **208b (L) Islamic Civilization Since the 15th Century**

The origins of the modern Middle East. Ottoman and Safavid Empires; transformations of the region in the 19th and 20th centuries.

Topics include Western imperialism; the rise of modern states; Islamic reform movements; modern ideologies (e.g. secular nationalism, Islamic "fundamentalism," Zionism); social and economic tensions; political conflict within the region and with the West.

4 credits

*Keith Lewinstein*

T Th 10:30-11:50 a.m.

### **209b (C) Topics in Middle Eastern History**

Topic for 1993-94: Religion and State in Islam. Medieval and modern Islamic political thought. Topics include conceptions of religious authority and political power; caliphate and kingship; Islam and democracy; modern radical ideologies; modern concepts of an Islamic state; status of non-Muslims; political activism and quietism. Specific case studies include modern Iran, Egypt and Pakistan.

Prerequisite: one course in Islamic history or religion, or permission of the instructor.

4 credits

*Keith Lewinstein*

W 1:10-3:40 p.m.

## **South Asia**

### **210b Modern India**

The political, social, cultural and economic development of India in the 19th and 20th centuries, with special attention to the impact of colonial rule. The movement for independence, Gandhi and non-violence, India since 1947. Lectures and discussions, occasional films and slide presentations.

4 credits

*Susan Lewandowski*

M W F 8-8:50 a.m.

## **East Asia**

### **211a (L) The Emergence of China**

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 600. Attention given to political, social, intellectual and artistic developments. Open to first-year students.

4 credits

*Daniel Gardner*

T Th 10:30-11:50 a.m.

### **212b (L) East Asia in Transformation, A.D. 600-1850**

A survey of Chinese society and civilization A.D. 600-1850. Attention given to political, social, intellectual and artistic developments. Open to first-year students.

4 credits

*Daniel Gardner*

T Th 10:30-11:50 a.m.

### **[213a (C) Aspects of Chinese and Japanese History]**

To be offered in 1994-95.

4 credits

*Daniel Gardner*

### **[213b (L) Japan Since 1600]**

To be offered in 1994-95.

4 credits

### **214b (C) Aspects of Chinese History**

Topic for 1993-94: Religion in China. The role of religion in traditional and contemporary Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China.

4 credits

*Daniel Gardner*

T 1-3:30 p.m.

### **218a (C) Thought and Art in China**

Topic for 1993-94: Confucian Thought and Art of China and Korea. Attention will be given to a comparison of the philosophic expression of Confucianism in China and Korea and to analysis of related works of art, primarily painting and architecture. The focus will be on texts and art from the Sixth century B.C. to the Ming dynasty (1368-1644) in China and from the Yi Dynasty [Choson Period] (1392-1910) in Korea. No prerequisites.

4 credits



*Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)*

T 1-4 p.m.

## Europe

### **219a (L) Europe in the Age of Migration, 300-1050**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. Recommended background: HST 100.

4 credits

*Lester Little*

T Th 10:30-11:50 a.m.

### **220b (L) Europe in the Age of the Commercial Revolution, 1050-1300**

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. Recommended background: HST 100.

4 credits

*Lester Little*

T Th 10:30-11:50 a.m.

### **[221b (L) Social History of European Monasticism]**

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with society. Comparison with monastic movements in other religious traditions.

Recommended background: 100, 219, 220, or 222. To be offered in 1994-95.

4 credits

### **[222a (L) Early English History]**

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. Recommended background: HST 100. To be offered in 1994-95.

4 credits

*Lester Little*

### **[223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy]**

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students by permission of the instructor only. To be offered in 1994-95.

4 credits

### **224a (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times**

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only.

4 credits

*Joachim Stieber*

M W F 9-9:50 a.m.

### **225b (C) Authority and Legitimacy in the Age of More and Shakespeare**

An examination of the texts and historical context of Shakespeare's *Richard II*, *I Henry IV*, *Henry V*, *Richard III* and *King Lear*; More's *Utopia* and *The History of Richard III* and other significant works of the sixteenth and early seventeenth centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors.

4 credits

*Howard Nenner, William Oram (English Language and Literature)*

T Th 1-2:50 p.m.

### **227a (L) Tudor England**

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I.

4 credits

*Howard Nenner*

T Th 10:30-11:50 a.m.

### **228b (L) Stuart England**

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. An examination of religion, politics and constitutional thought in England's century of revolution.

4 credits

*Howard Nenner*

T Th 10:30-11:50 a.m.

**230a (C) A Social and Cultural History of England, 1830-1940**

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite.

4 credits

*Howard Nenner*

W 1:10-2:10 p.m., Th 1-2:50 p.m.

**[232b (C) Revolutionary Europe, 1789-1815]**

To be offered in 1994-95.

4 credits

*Ernest Benz*

**235a (C) The Middle Ages and the Renaissance in European Thought, 1750-1870**

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c.1830-1930).

4 credits

*Joachim Stieber*

M W 2:40-4 p.m.

**[239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]**

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. To be offered in 1994-95.

4 credits

*Joan Afferica*

**240a (L) Tradition and Change in Russian and Soviet History, 1801-Present**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society.

4 credits

*Joan Afferica*

T Th 1-2:50 p.m.

**245a (L) Early Modern Europe, 1648-1848**

The emergence and growth of the administrative state in Western Europe and the attending discourses of nation and economy. Special attention given to legal, political, economic and theological notions of the family and marriage, the formation of public discourses of domestic space.

4 credits

*Michael Dettelbach*

T Th 1-2:30 p.m.

**[246b (C) The Age of Enlightenment]**

The invention of Classical Greece and Rome in the eighteenth century. To be offered in 1994-95.

4 credits

*Michael Dettelbach*

**247a (C) The Rise and Collapse of the Russian and Soviet Empires**

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries.

4 credits

*Joan Afferica*

W 1-3:30 p.m.

**[250a (L) Europe in the 19th Century]**

For a century following 1815, fundamental economic, social, cultural and political changes swept the continent without a general war. The course studies the international order established at the Congress of Vienna and its challengers: liberalism, nationalism, socialism, secularism, capitalism and imperialism. To be offered in 1994-95.

4 credits

*Ernest Benz*

**251a (L) Europe in the 20th Century**

A survey of the ideological and military rivalries of this century. Special attention to the origins, character and outcomes of the two World Wars, and to the experience of Fascism, Nazism and Communism.

4 credits

*Peter Borowsky*

T Th 9-10:20 a.m.

**253b (C) Women in Modern European Societies**

This course will focus on the gendered construction of the modern public sphere in 18th

and 19th century Europe, with particular emphasis on France and the position of women in the Enlightenment, the French Revolution and its aftermath. Topics include: the gendered dichotomy of public and private life; democracy, republicanism, liberalism and utopian socialism; changing class, family and sexual relations. Recommended background: a course in European history since 1500.

4 credits

*Joan Landes*

M 7-9:30 p.m.

### **255b (C) Modern European Studies in History**

Topic for 1993-94: The Spanish Civil War 1936-1939. Social conflicts in Spain and the Second republic, the social revolution of the anarchists, the Communist tactics and Franco's new order; the "non-intervention" policies of the Western powers and the Soviet Union; the intervention of Germany and Italy; the impact of the war on artists and intellectuals in the 1930s.

4 credits

*Peter Borowsky*

T 1-3:30 p.m.

## **Latin America**

### **260a (L) Colonial Latin America, 1492-1821**

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas.

4 credits

*Ann Zulawski*

T Th 10:30-11:50 a.m.

### **261b (L) National Latin America, 1821 to the Present**

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900 and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region.

4 credits

*Ann Zulawski*

T Th 10:30-11:50 a.m.

### **263b (C) Continuity and Change in Spanish America and Brazil**

Topic for 1993-94: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class.

4 credits

*Ann Zulawski*

W 1-3:30 p.m.

## **United States**

### **[266a (L) The Colonial Experience in North America]**

The depopulation of native North America and its resettlement by Europeans and enslaved Africans; English, French, Spanish and Dutch colonial empires; particular attention to social, economic, political and cultural factors in the rise of the British colonies and their triumph in the American Revolution. To be offered in 1994-95.

4 credits

*Neal Salisbury*

### **267b (L) North American Indians Since 1500**

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians.

4 credits

*Neal Salisbury*

T Th 9-10:20 a.m.

### **[271a (C) American Space: History of the American Landscape and Built Environment]**

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history and studies of particular sites. Prerequisites: HST 113 and 114. To be offered in 1994-95.



4 credits

*Helen Lefkowitz Horowitz***[272b (L) United States Social History, 1815-1890]**

Social, economic and cultural change during the age of industrialization and territorial expansion. Focal topics: the emergence of new working and middle classes; Afro-Americans during and after slavery; the transformation of family farming; new roles for women and men; new forms of religion, ethnicity and popular culture; the uprooting of Native Americans. To be offered in 1994-95.

4 credits

*Neal Salisbury***[273b (L) Contemporary America, World War II to the Present]**

Social, cultural and political development from 1945 to the present. Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s and the politics of scarcity. Prerequisite: HST 114.

4 credits

*Robert Weir*

M W F 10-10:50 a.m.

**[275a (L) Intellectual History of the United States to 1860]**

To be offered in 1994-95.

4 credits

*R. Jackson Wilson***[276b (L) Intellectual History of the United States after 1860]**

To be offered in 1994-95.

4 credits

*R. Jackson Wilson***[277a History of Women in the U.S., Colonial Period to 1865]**

The course will examine the historical position of women within the society and culture. Problems will include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, issues of race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: HST 113a or its equivalent, or a 200-level U.S. history course, pre-

Civil War. Offered in alternate years.

4 credits

*Helen Lefkowitz Horowitz and Mary Maples Dunn*

T Th 10:30-11:50 a.m.

**[278b (L) History of Women in the U.S., 1865 to 1970]**

The course will continue the examination of the historical position of women within the society and culture. Problems will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, Black women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression and feminism's second wave. Emphasis on social and cultural aspects with a particular interest in the persistence of tensions between domesticity and activism in women's lives.

4 credits

*Helen Lefkowitz Horowitz*

T Th 10:30-11:50 a.m.

## Comparative History

**[280b (C) Problems of Inquiry]**

Topic for 1993-94: Nation and Race in Central and Eastern Europe from Herder to the Present. Historical, cultural and linguistic conceptions of society. Attitudes towards national minorities, the status of Jews, fascism, Communist internationalism. Case studies of the German, Ukrainian and Yugoslav questions.

4 credits

*Peter Borowsky*

Th 1-3:30 p.m.

**[285b Jews and World Civilization 30-1492]**

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish life in medieval Europe, including English, French, Italian, Byzantine, Portuguese and Spanish lands; relations with levels of Christian hierarchy from popes and kings to peasants; crusades, expulsions and inquisitions; Ashkenazic and Sephardic culture.

4 credits

*Howard Adelman (Jewish Studies)*

M W F 11 a.m.-12:10 p.m.

### **286a Jews and European Civilization 1492-1942**

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, antisemitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism).

4 credits

*Howard Adelman (Jewish Studies)*

M W F 11 a.m.-12:10 p.m.

### **287b (C) The Holocaust and History**

Questions about the relationships between the Nazi era (1933-1945) and earlier Jewish and European history, the rise of the Nazis and antisemitism; origins of the "Final Solution" and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout Europe, Jewish leadership and resistance; the focus will be on conflicting interpretations, historiographic controversies and differing methodological approaches; students will be involved in individual research and class presentation. Prerequisite: a course in Jewish or European history or permission of the instructor.

4 credits

*Howard Adelman (Jewish Studies)*

M W 2:40-4 p.m.

### **291b (C) Topics in Comparative History**

Topic for 1993-94: European Aristocracies in an Age of Enlightenment.

4 credits

*Joan Afferica*

T 1-3:30 p.m.

## **Seminars**

### **[302a Topics in Ancient History]**

To be offered in 1994-95.

4 credits

*Richard Lim*

### **[317a Topics in Chinese History]**

To be offered in 1994-95.

4 credits

*Daniel Gardner*

### **320b Early European History to 1300**

Topic for 1993-94: Religious Acculturation.

The encounters of Christianity with the various cultures and ethnic groups of Europe, in particular the Roman, Celtic and Germanic peoples. Recommended background: HST 100, 205, 219, 221, 222, or ARH 221.

4 credits

*Lester Little*

T 3-4:50 p.m.

### **[324a Topics in European History, 1300-1660]**

To be offered in 1994-95.

4 credits

*Joachim Stieber*

### **327b Topics in British History**

Topic for 1993-94: Images of Elizabeth I.

4 credits

*Howard Nenner*

W 1:10-3:10 p.m.

### **340b Topics in Russian History**

Topic for 1993-94: Times of Trouble in Russian and Soviet History.

4 credits

*Joan Afferica*

W 7:30-9:30 p.m.

### **346a Problems in European Intellectual History**

Topic for 1993-94: Technologies of the Self from Descartes to Freud. Examines the conjunction of bodies and machines and its impact on the nature of selfhood. Special attention to the gendering of selfhood and to the use of machines to substitute for or enhance the various sensory modes.

4 credits

*Michael Dettelbach*

T 3-4:50 p.m.

### **350a Modern Europe**

Topic for 1993-94: The Revolutionary Tradition 1789-1889. A comparative study of the French Revolution of 1789, the European Revolutions of 1848 and the Russian Revolution of 1917. Can the events of 1889 in eastern Europe be considered a revolution?

4 credits

*Peter Borowsky*

T 3-4:50 p.m.

### **[361b Problems in the History of Spanish America and Brazil]**

To be offered in 1994-95.

4 credits

*Ann Zulawski*

### [365b Topics in Colonial American History]

To be offered in 1994–95.

4 credits

*Neal Salisbury*

### [367a Topics in American Indian History]

Prerequisite: 267 or permission of the instructor. To be offered in 1994–95.

4 credits

*Neal Salisbury*

### [370a Problems in American History]

To be offered in 1994–95.

4 credits

### [375b Problems in United States Intellectual History]

To be offered in 1994–95.

4 credits

*R. Jackson Wilson*

### 383a Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1993–94: American Women in the Era of Enfranchisement, 1869–1920.

4 credits

*Helen Lefkowitz Horowitz*

T 3–5 p.m.

### 404a Special Studies

By permission of the department, for qualified returning students.

4 credits

### 404b Special Studies

4 credits

## The Major

**Advisers:** Joan Afferica, Daniel Gardner, Helen Lefkowitz Horowitz, Richard Lim, Lester Little, Howard Nenner, Neal Salisbury, Joachim Stieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis

of the major.

2. Field of concentration: five semester courses consisting of either:
  - a. one history seminar, normally to be taken at Smith, and four courses at the 200-level, two of which may be historically oriented courses in related disciplines; or
  - b. two seminars, at least one of which is normally to be taken at Smith, and three courses at the 200-level; one of these seminars or courses may be a historically oriented course in a related discipline.

Under either of these two options, courses in related disciplines that are to be counted as part of the field of concentration must be approved by the student's adviser and by the department's Curriculum Committee.
3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 101b (for 4 credits) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 114b (for 4 credits) toward the major.

## Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.



**Adviser for Study Away:** Lester Little.

## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses:

1. No more than two of which may be at the 100 level.
2. At least one of which must examine the period before 1600.
3. At least three of which must be at the 200 level or above, and related chronologically, thematically, geographically, or in some other manner. Students should consult their advisers.

## Honors

**Director:** Ann Zulawski.

### 431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the ten courses that follow the basis for the major differs from that of regular majors and will be as follows:

1. four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
2. the thesis counting for two courses (eight credits);
3. one semester course in ancient history or a related course in ancient studies;
4. three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars:

The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the director of honors.

## Graduate

### 521a Problems in Early Modern History

4 credits

### 541a Problems in Modern European History

4 credits

### 571b Problems in American History

4 credits

### 580a Special Problems in Historical Study

Arranged individually with graduate students.

4 credits

### 580b Special Problems in Historical Study

4 credits

### 590a Research and Thesis

4 credits

### 590b Research and Thesis

4 credits

# History of the Sciences

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## Advisers

Kathryn Pyne Addelson, Professor of Philosophy  
 George Fleck, Professor of Chemistry  
 Thomas Litwin, Adjunct Associate Professor of Biological Sciences  
 Douglas Lane Patey, Professor of English Language and Literature, *Director*  
 Marjorie Senechal, Professor of Mathematics  
 Frances Volkmann, Professor of Psychology

## Research Associate

Mary Flesher, Ph.D.

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The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

### 112b Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking.

4 credits

*Marjorie Senechal (Mathematics)*

### 211a Perspectives in the History of Science]

To be offered in 1994-95.

4 credits

### [212b Perspectives in the History of Science]

Categories of Nature and Concepts of Species. An introductory exploration of classification schemes that have both facilitated imaginative inquiry and enforced dogmatism in science. From the systems of Plato, Aristotle, Jabir ibn Hayyan, Haüy and Linnaeus, through the work of van't Hoff, Ostwald, Mendeleev, Perrin and Darwin, to contemporary controversies in evolutionary biology, particle physics, molecular genetics and crystallography. To be offered in 1994-95.  
 4 credits

### 305b Seminar: Voyages of Exploration in Science and Imagination

Permission of the instructor required. To be offered once only.

4 credits

*Nelly Hoyt*

To be arranged

### ARC 211a Introduction to Archaeology

### ANT 131b Human Evolution

4 credits

*Elizabeth Hopkins*

M W 2:40-4 p.m.

### AST 234a History of Astronomy

**ENG 211b The Technology of Reading and Writing****HST 101b Ideas and Institutions in European History Since 1500**

Examines scientific activity, from Galileo's telescopic discoveries to Watson and Crick's elucidation of the double-helical structure of DNA, as an integral part of the cultures in which it takes place, from Medicean Florence to the Cold War. How are truths about Nature established, and do such truths describe Nature or Culture? Does science progress? And if so, does history progress?

4 credits

*Michael Dettelbach, Director*

Lec. T Th 9-9:50 a.m.; dis. Th 10-11:50 a.m.;  
Th 1-2:50 p.m.; Th 3-4:50 p.m.

**[MTH 350b Topics in the History of Mathematics]****PHI 224b Philosophy and History of Scientific Thought****PPY 209b Philosophy and History of Psychology****404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Minor**

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.



# International Relations

## Advisers

Steven Goldstein, Professor of Government, *Director*  
 Peter N. Rowe, Professor of Government  
 Joan Afferica, Professor of History  
 Elizabeth Hopkins, Professor of Anthropology  
 Cynthia Taft Morris, Professor of Economics  
 Elizabeth Doherty, Assistant Professor of Government  
 Gregory White, Assistant Professor of Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: GOV 241, *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232	Politics in Non-Western Societies]
ANT 236	Economic Anthropology]
ANT 241	Development Anthropology
ANT 243	The Pursuit of Ecology: Gender, Knowledge, Culture]
ANT 245	Women and Development]
ANT 340	Seminar: The Politics of Development: Identity,

ANT 341	Autonomy and Resistance in the Third World Seminar: Ritual, Ideology and Power
BIO 206	Conservation of Natural Resources
ECO 211	Economic Development
ECO 213	The World Food System
GOV 231	Government and Plural Societies
GEO 109	The Environment
[GOV 233	Problems in Political Development]
[GOV 243	International Law]
GOV 251	Problems of International Security
[GOV 341	Seminar in International Politics: National Security in the New World Order]

2. One course in international economics or finance:

ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic History
ECO 209	Comparative Economic Systems
GOV 242	Politics of International Economic Relations
[GOV 352	Seminar: International Development Policy]

## 3. One course in contemporary American foreign policy:

- GOV 244 Foreign Policy of the United States since 1898  
 [GOV 245 Foreign Policy of the U.S.]  
 [GOV 250 Case Studies in International Relations]  
 GOV 341 Seminar in International Politics: National Security in the New World Order  
 GOV 342 Seminar: Studies in U.S. Foreign Policy  
 HST 273 Contemporary America: World War II to the Present

## 4. One course in modern European history or government with an international emphasis:

- ECO 311 Seminar: Transitions to Capitalism in Eastern Europe  
 GOV 221 The Politics of Western Europe  
 GOV 223 Government and Politics of the Soviet Union and its Successor States  
 [GOV 323 Seminar: Europe and World Politics]  
 GOV 347 Seminar: The European Community in the International Political Economy  
 HST 101 Ideas and Institutions in European History Since 1500  
 [HST 232 Revolutionary Europe, 1789-1815]  
 HST 240 Tradition and Change in Russian and Soviet History, 1801-Present  
 HST 245 Early Modern Europe, 1648-1848  
 HST 247 The Rise and Collapse of the Russian and Soviet Empires  
 [HST 250 Europe in the 19th Century]  
 HST 251 Europe in the 20th Century

## 5. One course on the economy, politics, or society of a region other than the United States and Europe:

**Africa**

- ANT 231 Africa: A Continent in Crisis  
 [ANT 232 Politics in Non-Western Societies]  
 GOV 224 Governments and Politics of the Middle East and North Africa

- GOV 227 Government and Politics of Sub-Saharan Africa  
 GOV 321 Power and Politics in Africa: The Female Factor  
 GOV 345 South Africa in World Politics

**Asia**

- ANT 343 Seminar: Knowledge and Power: The Encounter between Western Science and India  
 GOV 228 Government and Politics of Japan  
 GOV 230 Government and Politics of China  
 [GOV 344 Seminar on Foreign Policy of the Chinese People's Republic]  
 [GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia]  
 GOV 349 The Political Economy of the Newly Industrializing Countries of Asia  
 GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan  
 HST 210 Modern India  
 HST 212 East Asia in Transformation A.D. 600-1850  
 [HST 213 Aspects of Chinese and Japanese History]  
 HST 214 Aspects of Chinese History: Religion in China  
 HST 218 Thought and Art in China  
 [HST 317 Topics in Chinese History]  
 REL 270 Religious History of India  
 REL 272 Buddhist Thought

**Middle East**

- ECO 214 Economics of the Middle East and North Africa  
 GOV 224 Governments and Politics of the Middle East and North Africa  
 [GOV 229 Government and Politics of Israel]  
 GOV 248 The Arab-Israeli Dispute  
 HST 208 Islamic Civilization since the 15th Century  
 REL 275 Introduction to Islam

**Latin America**

ANT 237	Native South Americans: Conquest and Development]
ECO 318	Seminar: Latin American Economics
GOV 226	Latin American Political Systems
GOV 322	Seminar in Comparative Government: Mexican Politics From 1910–Present]
GOV 324	Seminar in Comparative Government: Gender, Education and Democracy in Latin America
HST 261	National Latin America, 1821 to the Present
HST 263	Continuity and Change in Spanish America and Brazil
HST 361	Problems in the History of Spanish America and Brazil]
LAS 100	Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.



# Italian Language and Literature

## Professor

Alfonso Procaccini, Ph.D., *Chair*

## Assistant Professors

Giovanna T. Bellesia, Ph.D.

Anna Botta, Ph.D.

Robert Bufalini, Ph.D.

## Lecturer

§Vittoria Offredi Poletto, B.A.

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

## Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students.

8 credits

First semester: *Anna Botta*, M W F 11 a.m.–12:10 p.m.; *To be announced*, M W F 1:10–2:20 p.m.

Second semester: *Anna Botta*, M W F 11 a.m.–12:10 p.m.; *To be announced*, M W F 1:10–2:20 p.m.

### 110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad.

Regular attendance and language laboratory work are required. Preference given to first and second-year students.

12 credits

First semester: *Giovanna Bellesia*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Robert Bufalini*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Giovanna Bellesia*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Robert Bufalini*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

### 120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings.

8 credits

First semester: *Robert Bufalini*, M W F 1:10–2:20 p.m.

Second semester: *Robert Bufalini*, M W F 1:10–2:20 p.m.

### 220a High Intermediate Italian

Reading of and comment on not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d, or permission of the department.

4 credits

*Giovanna Bellesia*

M W F 10–10:50 a.m., Th 4–4:50 p.m.

**31b Advanced Italian**

continuation of 220a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 220a or permission of the department.  
credits

*Giovanna Bellesia*

M W F 10–10:50 a.m., Th 4–4:50 p.m. and one hour to be arranged

**Literature****50a Survey of Italian Literature**

Reading of outstanding works and consideration of their cultural and social backgrounds.  
credits

*Alfonso Procaccini*

Th 10:30–11:50 a.m.

**51b Survey of Italian Literature**

continuation of 250a. Prerequisite 250a.  
credits

*Anna Botta*

M W 2:40–4 p.m.

**CLT 305b Studies in the Novel**

credits

**32d Dante: *Vita Nuova*, *Divina***

*Commedia*

credits

*Alfonso Procaccini*

to be arranged

**334a Boccaccio and the Novella]**

Themes, structure and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English.  
credits

**338b Italian Literature of the 19th Century**

Topic for 1993–94: Giacomo Leopardi.

credits

*Alfonso Procaccini*

to be arranged

**342a Italian Cinema]**

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini and Bertolucci. Conducted in English.  
credits

**343a Modern Italian Literature**

Topic for 1993–94: Literature and Landscape.  
4 credits

*Anna Botta*

M W 2:40–4 p.m.

**399a Senior Project**

Designed to coordinate the work of the major and direct research for the long paper.  
4 credits

*Members of the Department*

**399b Senior Project**

4 credits

*Members of the Department*

**404a Special Studies**

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Major**

**Advisers:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini, Vittoria Offredi Poletto.

**Advisers for Study Abroad:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, nine semester courses and a Senior Project (399a or 399b). The nine semester courses shall include 250a, 251b, 331b and 332d; and four of the following: [334], 338, [342], 343, 404, CLT 305, or CLT 350 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

## The Minor

**Advisers:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini, Vittoria Offredi Poletto.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Required: six semester courses including the following: 220a, 250a, 251b and 331b. Choice of two from two different periods including: [334], 338, [342], 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

## Honors

**Directors:** Members of the Department.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Basis: 220a.

Requirements: nine semester courses in addition to the basis, as in the major and a thesis (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

## Graduate

**Advisers:** Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

### 550a Research and Thesis

4 credits

### 550b Research and Thesis

4 credits

### 550d Research and Thesis

8 credits

### 551a Advanced Studies

4 credits

### 551b Advanced Studies

4 credits

### 551d Advanced Studies

8 credits



# Jewish Studies

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Howard Adelman, Ph.D., Associate Professor and Director of the Jewish Studies Program

## Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of Government

Ernest Benz, Assistant Professor of History

Bruce Theodore Dahlberg, Professor of Religion and Biblical Literature

Donna Robinson Divine, Professor of Government, *Chair*

Karl Paul Donfried, Professor of Religion and Biblical Literature

Lois Dubin, Assistant Professor of Religion and Biblical Literature

Myron Peretz Glazer, Professor of Sociology

Daniel Horowitz, Professor of American Studies and of History

Peter Isaac Rose, Professor of Sociology

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## 187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States and modern Israel will be read in English translation.

4 credits

*Howard Adelman*

M W 2:40-4 p.m.

## 200 Level Courses

Prerequisite: permission of the instructor required for first-year students.

## HST 285b Jews and World Civilization 30-1492

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish life in medieval Europe, including English, French, Italian, Byzantine, Portuguese and Spanish lands; relations with levels of Christian hierarchy from popes and kings to peasants; crusades,

expulsions and inquisitions; Ashkenazic and Sephardic culture.

4 credits

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

## HST 286a Jews and European Civilization 1492-1942

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, anti-Semitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism).

4 credits

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

## HST 287b The Holocaust and History

Questions about the relationships between the Nazi era (1933-1945) and earlier Jewish and European history; the rise of the Nazis and antisemitism; origins of the "Final Solution" and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout

Europe; Jewish leadership and resistance. The focus will be on conflicting interpretations, historiographic controversies and differing methodological approaches; students will be involved in individual research and class presentation. Prerequisite: a course in Jewish or European history or permission of the instructor.

4 credits

*Howard Adelman*

M W 2:40-4 p.m.

### 300 Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion, or history; or permission of the instructor.

#### [REL 334b Colloquium: Jewish-Christian Relations]

4 credits

### 387b Seminar: Women in Jewish History

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Prerequisite: JUD 187, 224, HST 285 or 286 or another appropriate course in history. Offered in alternate years.

4 credits

*Howard Adelman*

W 7:30-9:30 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

## The Minor

**Advisers:** Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as

possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry and Hebrew. A minor in Jewish studies serves to complement offerings in Hebrew Scripture, New Testament, or Christian theology; ancient, medieval, early modern, or modern history; archaeology, government, anthropology, women's studies, or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

**Requirements:** a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

## Bible

- ARC 211a Introduction to Archaeology  
 REL 210a Introduction to the Bible I: Old Testament  
 REL 220b Introduction to the Bible II: New Testament  
 REL 311b Seminar: Issues in Biblical Interpretation  
 [REL 312b Archaeology in Biblical Studies]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the director of the Jewish Studies Program.

## Jewish History

- HST 285b Jews and World Civilization, 30-1492  
 HST 286a Jews and European Civilization, 1492-1942  
 JUD 387b Women in Jewish History

## Jewish Literature

- JUD 187a The Jewish Heritage

## Jewish Religious Thought

- REL 235a Jewish Religious Thought and Practice, 800-1500  
 REL 236b Jewish Thought in the Modern Period  
 [REL 334b Jewish-Christian Relations]

## Hebrew

- REL 100d Classical Hebrew  
 REL 285b Hebrew Religious Texts  
 [REL 382b Directed Readings in Religious Texts]

## Contemporary Jewry

- SOC 213b Ethnic Minorities in America  
 GOV 224a Government and Politics of the Middle East and North Africa  
 [GOV 229a Government and Politics of Israel]  
 GOV 248b The Arab-Israeli Dispute  
 HST 287b The Holocaust and History  
 [REL 110b Sec. F: Issues in Contemporary Judaism]



# Latin American Studies

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## Advisers and Members of the Latin American Studies Committee

Susan C. Bourque, Professor of Government  
 Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature  
 Erna Berndt Kelley, Professor of Spanish and Portuguese  
 Andrew Zimbalist, Professor of Economics  
 Charles Mann Cutler Jr., Associate Professor of Spanish and Portuguese  
 Arturo Escobar, Associate Professor of Anthropology  
 Donald Joralemon, Associate Professor of Anthropology  
 Nola Reinhardt, Associate Professor of Economics  
 Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese  
 N.C. Christopher Couch, Assistant Professor of Art  
 †Velma García, Assistant Professor of Government  
 Marina Kaplan, Assistant Professor of Spanish and Portuguese and of Latin American Studies.

### Director

Angeles Placer, Assistant Professor of Spanish and Portuguese  
 Ann Zulawski, Assistant Professor of History and of Latin American Studies

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## 100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students.

4 credits

*Marina Kaplan, Ann Zulawski*

T Th 1-2:20 p.m.

complementarity and Spanish patriarchy; migration, urbanization and modernity; the Left, identity politics and Sendero Luminoso. Permission of the instructor is required.

4 credits

*Ann Zulawski*

W 1-2:50 p.m.

## 404a Special Studies

4 credits

## 404b Special Studies

4 credits

## 301a Seminar: Topics in Latin American Studies

Topic for 1993-94: Culture and Society in the Andes. This seminar will examine Andean peoples' unique contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings will examine some of the following subjects: Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; Andean concepts of sexual

## The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses on Latin American literature and selections from courses related to Spanish America and/or Brazil from the disciplines of anthropology,

art, economics, history, literature and government. Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b

Requirements:

1. SLL 260a and SLL 261b or two of the following: SLL 370, SLL 371, [SLL 372], [SLL 373]; a reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1993-94:

### Anthropology

241b Development Anthropology

### Art

ARH 201b Native American Art and Architecture  
 ARH 304b Arts of Africa, Oceania and the Americas: Topic for 1993-94: Aztec Manuscripts

### Comparative Literature

268b Latina and Latin American Women Writers

### Economics

211a Economic Development  
 213b The World Food System  
 318b Seminar: Latin American Economics

### Government

226a Latin American Political Systems  
 324a Seminar in Comparative Government: Topic for 1993-94: Gender, Education and Democracy in Latin America

### History

260a Colonial Latin America, 1492-1821  
 261b National Latin America, 1821-Present

263b Continuity and Change in Spanish American and Brazil: Topic for 1993-94: Gender in the Study of Latin American History

### Spanish and Portuguese

POR 220b Literary Currents in the Portuguese-Speaking World: Brazil, Portugal and Lusophone Africa (In Portuguese)  
 SLL 260a Survey of Latin American Literature I  
 SLL 261b Survey of Latin American Literature II  
 SLL 370b Literary Genres in Spanish America: Topic for 1993-94: The Short Story in Hispanic America  
 SLL 371a Latin American Literature Within a Regional Context: Topic for 1993-94: A Tale of Two Cities

## The Minor

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261, and SLL 260a or SLL 261b, and at least one course at the 300 level.

## Honors

**Director:** Ann Zulawski.

### 430d Thesis

8 credits

### 431a Thesis

Admission by permission of the Latin American Studies Committee.  
 8 credits

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

# Logic

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## Co-Directors and Advisers

James Henle, Professor of Mathematics

Thomas Tymoczko, Professor of Philosophy

\*Merrie Bergmann, Associate Professor of Computer Science

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

### 100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202.

4 credits

*James Henle, Thomas Tymoczko*

M W 1:10-2:30 p.m.; dis. A: F 1:10-2 p.m.; B: F 1:10-2 p.m.; C: F 2:10-3 p.m.; D: F 2:10-3 p.m.

### [101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modeling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24. To

be offered in 1994-95.

4 credits

### PHI 202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20.

2 credits

*Thomas Tymoczko*

M W 1:10-2:30 p.m., F at the option of the instructor

### 203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topics might include infinity, the concept of number, alternative logics, models and truth, Turing machines and computation, etc. Prerequisite: LOG 100 or PHI 202. Topic for spring 1994: Infinity. After the initial meeting, the course will meet for the second half of the semester only. (E)

2 credits

*Thomas Tymoczko*

M W 1:10-2:30 p.m., F at the option of the instructor

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits



## The Minor

Five courses will be required:

LOG 100a	Valid and Invalid Reasoning
or	
PHI 202b	Symbolic Logic
[MTH 217a	Mathematical Structures]
[PHI 220b	Logic and the Undecidable]

Plus two of the following:

CSC 111a or b	Computer Science I
CSC 250a	Foundations of Computer Science
MTH 153a or b	Introduction to Discrete Mathematics
MTH 224b	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra
MTH 238a	Topics in Number Theory
[MTH 350b	Topics in the History of Mathematics]
PHI 203b	Topics in Symbolic Logic
PHI 224b	Philosophy and History of Scientific Thought
PHI 236a	Linguistic Structures
PHI 262a	Meaning and Truth
PHI 310b	Recent and Contemporary Philosophy
[PHI 322b	Topics in Advanced Logic]
LOG 404a,b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 202b.

# Marine Sciences

## Advisers

H. Allen Curran, Professor of Geology, *Co-Director*

Paulette Peckol, Associate Professor of Biological Sciences, *Co-Director*

John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

Peter Rowe, Professor of Government

Brian White, Professor of Geology

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

## Geology

231a	Invertebrate Paleontology and Paleocology
232a	Sedimentology
311a	Environmental Geophysics
334b	Carbonate Sedimentology
404	Special Studies (a or b)

## Biological Sciences

242a	Invertebrate Zoology and required Concurrent Laboratory 243a
260a	Principles of Ecology and optional Concurrent Laboratory 261a
[338b	Morphology of Algae and Fungi and required Concurrent Laboratory 339b]
350b	Biogeography
356a	Plant Ecology and required Concurrent Laboratory 357a
364b	Topics in Environmental Biology
370j	Tropical Ecology of Belize
400	Special Studies (a or b)

## Social Sciences

ECO 224b	Environmental Economics
[GOV 243a	International Law]
GOV 404	Special Studies (a or b)
[PPL 303b	Public Policy for Marine and Coastal Resources]

## Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Biology 524s:	Coastal Plant Ecology
Geology 591f:	Marine Micropaleontology
Res EC 474s:	Marine Resources
	Economics
Geography 391As:	Coastal Resource Policy

**Off-Campus Course Possibilities**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.



# Mathematics

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## Professors

†Marjorie Lee Senechal, Ph.D.  
 James Joseph Callahan, Ph.D.  
 Michael O. Albertson, Ph.D.  
 David Warren Cohen, Ph.D.  
 Phyllis Joan Cassidy, Ph.D., *Chair*  
 James M. Henle, Ph.D.

## Associate Professors

†Patricia L. Sipe, Ph.D.  
 Katherine Taylor Halvorsen, Ph.D.

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## Assistant Professors

†Ruth Haas, Ph.D.  
 Pau Atela, Ph.D.  
 Daniel Carter, Ph.D.  
 Sandra Rhoades, Ph.D.

## Lecturer

Mary Murphy, M.A.T.

A student with three years of high school algebra (the third year may be called analysis, precalculus, trigonometry, functions, or AP mathematics) but no calculus should enroll in Calculus I (111). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Power Series and Effective Computation (114) in her first year. If a student has a year of BC calculus, she may omit Power Series and Effective Computation.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Trigonometry (101).

Basic Statistics (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive 4 credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive 8 credits,

providing she does not take 111, 112, or 114 for credit.

Students who are interested in majoring in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules. For further information, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

## 101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b.

8 credits

*Mary Murphy*

M W F 11 a.m.-12:10 p.m.; lab to be arranged

## 102a Pre-Calculus Mathematics

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For

students who need additional preparation before taking calculus.

4 credits

*Mary Murphy*

M W F 8-8:50 a.m.; M W F 9-9:50 a.m.; lab M 2:40-4 p.m., M 7-8:20 p.m., or T 3-4:20 p.m.

### 102b Pre-Calculus Mathematics

A repetition of 102a.

4 credits

*Sandra Rboades*

M W F 10-10:50 a.m., Th 4-4:50 p.m.

### [105b Introductory Colloquium in Mathematics I]

Prerequisite: 153a or b, and any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. To be offered in 1994-95.

4 credits

### 107a Basic Statistics with Applications

An introduction to statistics that teaches broadly relevant concepts, and students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial, Poisson and normal probability distributions; point and interval estimates of means and proportions; one- and two-sample tests for means and proportions; principles of experimental design, analysis of variance and regression analysis. Students choose between the Tuesday lab for biology majors and the Thursday lab for those with other interests. A strong background in high-school algebra is a prerequisite. Enrollment in lab sections limited to 15.

4 credits

*Katherine Halvorsen, Stephen Tilley (Biological Sciences)*

M W F 1:10-2:30 p.m.; lab T or Th 1-2:50 p.m.

### 111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor.

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.; M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

### 111b Calculus I

A repetition of 111a.

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 10-10:50 a.m., Th 4-4:50 p.m.

### 112a Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent.

4 credits

*Members of the Department*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 10-10:50 a.m., Th 4-4:50 p.m.

### 112b Calculus II

A repetition of 112a.

4 credits

*Members of the Department*

M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

### 114a Power Series and Effective Computation

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b.

4 credits

*James Callahan, Pau Atela*

M T W F 8-8:50 a.m.; T Th 10:30-11:50 a.m.

### 125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus, combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration, discrete and continuous dynamical systems, mathematical induction and infinite series. Course work will be concentrated during the fall. Credits are apportioned 8 for the first semester and 4 for the

second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25.

Permission of the instructor required.

12 credits

*James Henle*

Fall: M W F 10-10:50 a.m., T Th 1-2:50 p.m., W 7:30-9:30 p.m.

Spring: M W F 1:10-2:30 p.m., W 7:30-9:30 p.m.

### **153a Introduction to Discrete Mathematics**

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics.

4 credits

*Michael Albertson*

M W F 11 a.m.-12:10 p.m.

### **153b Introduction to Discrete Mathematics**

A repetition of 153a.

4 credits

*Daniel Carter, Michael Albertson*

M W F 11 a.m.-12:10 p.m.; T Th 1-2:50 p.m.

### **211a Linear Algebra**

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry and others. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested.

4 credits

*Sandra Rhoades, Phyllis Cassidy*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.

### **211b Linear Algebra**

A repetition of 211a.

4 credits

*Pau Atela*

T Th 9-10:20 a.m.

### **212a Calculus III**

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a

or b. 211 may be taken concurrently.

4 credits

*Daniel Carter*

M W F 1:10-2:30 p.m.

### **212b Calculus III**

A repetition of 212a.

4 credits

*David Cohen, Michael Albertson*

M T W F 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.

### **[217a Mathematical Structures]**

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. Offered in alternate years.

4 credits

### **PHI 202b Symbolic Logic**

### **PHI 220b Logic and the Undecidable**

### **PHY 211b Mathematical Methods of Physical Sciences and Engineering II**

### **222b Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 211a or b, and 212a or b, one of which may be taken concurrently.

4 credits

*David Cohen*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### **224b Topics in Geometry**

Topic for 1993-94: Relativity. The geometry of space-time, Lorentz transformations and invariants, physical consequences, curvature and its relation to gravity. Prerequisites: 211a or b and 212a or b.

4 credits

*James Callaban*

M W F 10-10:50 a.m., Th 4-4:50 p.m.

### **225b Advanced Calculus**

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b, and 212a or b, or permission of the instructor.

4 credits

*Pau Atela*

T Th 1-2:50 p.m.



**233a An Introduction to Modern Algebra**

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 111a or b or the equivalent, and 211a or b, or permission of the instructor.

4 credits

*Phyllis Cassidy*

M W F 1:10–2:30 p.m.

**238a Topics in Number Theory**

Topic for 1993–94: The Integers, Prime Numbers, Congruences, Diophantine Problems, Arithmetical Functions. Applications will be drawn from computing, cryptography and coding theory. Prerequisite: 153a or b, 211a or b, or permission of the instructor.

4 credits

*Michael Albertson*

M W F 10–10:50 a.m.

**243a Introduction to Analysis**

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence. Prerequisites: 211a or b, and 212a or b, or permission of the instructor.

4 credits

*David Cohen*

M W F 2:40–4 p.m.

**245a Introduction to Probability and Statistics**

An introduction to statistical inference: random variables; special distributions (binomial, normal); point and interval estimation; hypothesis testing (type I and type II errors); sampling distributions (student's t, chi-square); standard parametric as well as nonparametric tests with a wide variety of applications. The mathematical foundations of statistical inference will be discussed along with implications of its interpretation in practice. Prerequisite: 112a or b or the equivalent.

4 credits

*Katherine Halvorsen*

M W F 11 a.m.–12:10 p.m.

**246a Probability**

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 153a or b, or permission of the instructor.

4 credits

*Katherine Halvorsen*

M W F 9–9:50 a.m.

**247b Statistics: Introduction to Regression Analysis**

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107b, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b.

4 credits

*Katherine Halvorsen*

M W F 9–9:50 a.m.

**CSC 250a Foundations of Computer Science****253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor.

4 credits

*Michael Albertson*

T Th 9–10:20 a.m.

**[264b Topics in Applied Mathematics]**

Prerequisites: 211a or b and 212 a or b.

4 credits

**[270b Introduction to Numerical Methods]**

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal.

4 credits

**[307a Topics in Mathematics Education]**

Prerequisite: 112a or b, 153a or b, or permission of the instructor.

4 credits

**325a Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor.

4 credits

*Daniel Carter*

M W F 11 a.m.–12:10 p.m.

**333b Topics in Abstract Algebra**

Topic for 1993-94: Computational Algebraic Geometry. Curves, surfaces and higher dimensional geometric configurations defined by polynomial equations. Relevant commutative algebra will be developed; consideration will be given to the role of algorithms in solving systems of polynomial equations. Prerequisite: 233a.

4 credits

*Phyllis Cassidy*

T Th 10:30-11:50 a.m.

**342a Topics in Topology and Geometry**

Topic for 1993-94: Point Set Topology. Metric spaces, topological spaces, connectedness and compactness. Additional topics may include: metrization, homotopy and covering spaces. Prerequisite: 243a or permission of the instructor.

4 credits

*Sandra Rhoades*

T Th 10:30-11:50 a.m.

**343b Topics in Mathematical Analysis**

Topic for 1993-94: Paradoxes of the Infinite. The investigation of subsets of the real numbers and their curious and contradictory properties. The Banach-Tarski paradox, unmeasurable sets, the Axioms of Choice and Determinacy, the Continuum Hypothesis, Souslin's Hypothesis. Emphasis will be placed on the surprising consequences of the existence of indescribably HUGE sets and the provability of unprovability. Prerequisite: 243a or permission of the instructor.

4 credits

*James Henle*

M W F 9-9:50 a.m.

**346b Seminar: Mathematical Statistics**

An introduction to mathematical statistics from frequentist and Bayesian perspectives. Topics include maximum likelihood, confidence and Bayesian interval estimation, hypothesis testing, the Neyman-Pearson Paradigm and likelihood ratio tests. Prerequisites: 212 and 246.

4 credits

*Katherine Halvorsen*

M W F 10-10:50 a.m.

**[350b Topics in the History of Mathematics]**

Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor.

4 credits

**[353a Advanced Topics in Discrete Applied Mathematics]**

Prerequisites: two of 217, 233, 238, 253, CSC 250 and CSC 252.

4 credits

**364a Advanced Topics in Continuous Applied Mathematics**

Topic for 1993-94: Dynamical Systems. An introduction to discrete and continuous dynamical systems. Special emphasis on geometric and qualitative techniques. Systems in one and two dimensions. Interval maps. Circle maps. Prerequisites: 211a or b, 212.

4 credits

*Pau Atela*

T Th 9-10:20 a.m.

**404a Special Studies**

By permission of the department, for majors who have had at least four semester courses at the intermediate level.

4 credits

**404b Special Studies**

4 credits

**430d Thesis**

8 credits

## The Major

**Advisers:** Michael Albertson, Pau Atela, James Callahan, Phyllis Cassidy, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

**Adviser for Study Abroad:** Michael Albertson.

Requirements for the major: 40 credits, including 153a or b, 211a or b, and 212a or b. All credits must come from the intermediate (200) level or above, except that eight credits may be counted from 112a or b, 114a or b, 153a or b. At least four credits must be at the advanced (300) level; however, neither [307] nor 404 satisfy this requirement. Up to eight of the required credits may be replaced by twice as many credits from the following courses: AST 222b, 337a, 343a; CHM 331a, 332b; CSC [240b], [252b], 274b, [390b]; [PHY 214b], 220a, 222a, [322a], 340b. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

## The Minor

**Adviser:** James Callahan.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

### Applied Mathematics Minor

153, 212, 222, 225, 233, 245, 246, 247, 253, [264], [270], 325, [353], 364, PHY 211.

### Discrete Mathematics Minor

153, [270], PHI 220, 233, 238, CSC 250, 253, 333, [353].

### Algebra-Analysis-Geometry Minor

153, 212, [217], PHI 220, 224, 233, 238, 243, 325, 333, 342, 343.

### Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Pau Atela.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: in addition to the credits required for the major, students must take

431a or 432d (for either eight or twelve credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

## Graduate

### 580a Special Studies in Topology and Analysis

4 credits

### 580b Special Studies in Topology and Analysis

4 credits

### 581a Special Studies in Modern Geometry

4 credits

### 581b Special Studies in Modern Geometry

4 credits

### 582a Special Studies in Algebra

4 credits

### 582b Special Studies in Algebra

4 credits



# Medieval Studies

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## Advisers and Members of the Medieval Studies Council

Alice Clemente, Professor of Spanish and Portuguese and of Comparative Literature  
 Craig Davis, Associate Professor of English Language and Literature, *Director*  
 Eglal Doss-Quinby, Associate Professor of French Language and Literature  
 Nancy Mason Bradbury, Assistant Professor of English Language and Literature  
 Brigitte Buettner, Assistant Professor of Art

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The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and architecture and the fine arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

## The Major

### Basis:

Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for

credit in the major); FRN 240a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b are taken, four credits may be counted toward the basis.

### Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin ((Latin 214b)) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

### Required Courses:

1. A total of 11 semester courses, including the basis.
2. Seven courses in addition to the basis, above the 100 level, as follows: medieval history (four credits), chosen from the listing below; medieval religion (four credits), chosen from the listing below; one course (four credits) in either medieval art or music, chosen from the listing below; two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department; (one course in classical Latin

literature may be taken in addition to Latin 214b in fulfillment of this requirement); and two other courses (eight credits), chosen from the listing below.

#### Distribution:

Three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., [FRN 310a], LAT 213b and [LAT 214b]); two courses must be taken in another of the participating departments. Note: no single course may be counted in fulfillment of more than one of the requirements.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College medieval studies brochure when selecting their courses.

## The Minor

#### Required Courses:

Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

#### Latin Requirement:

The Latin requirement for the minor is the same as for the major.

Approved courses for 1993-94 are as follows:

#### Art

- [221a Early Medieval Art]
- [222b Romanesque Art]
- 224b Gothic Art
- 293b Colloquium: Relics, Reliquaries and Pilgrimages

#### Comparative Literature

- 279b Women Writers of the Middle Ages
- 309a Arthurian Literature of the Middle Ages

#### English

- [214a Old English]
- [215b *Beowulf*]
- 216a Chaucer
- 216b Chaucer

#### French

- [310a French Literature of the Middle Ages]

#### History

- 219a Europe in the Age of Migration, 300-1050
- 220b Europe in the Age of the Commercial Revolution, 1050-1300
- [221b Social History of European Monasticism]
- [222a Early English History]
- [223a Europe from 1300-1530 and the Civilization of the Renaissance in Italy]
- 320b Early European History to 1300: Topic for 1993-94: Religious Acculturation
- [324a Topics in European History, 1300-1660]

#### Italian

- 332d Dante: *Vita Nuova*, *Divina Commedia*
- [334a Boccaccio and the Novella]

#### Latin

- 213b Virgil, *Aeneid*
- [214b Medieval Latin]
- 216b Poetry of Ovid

#### Music

- [502d Proseminar in Music History]

**Religion and Biblical Literature**

- 230b Western Christian Thought and Practice (30-1100)  
231b Eastern Christian Thought and Practice  
235a Jewish Religious Thought and Practice, 800-1500  
275a Islam

**Spanish and Portuguese**

- 330a The Epic Tradition: Poems, Chronicles and Ballads  
[331a The Structure of the Spanish Middle Ages in Literature  
[332a *El Libro de Buen Amor and La Celestina*]

**404a Special Studies**

Admission by permission of the instructor and the Medieval Studies Council.  
4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

## Honors

**431a Thesis**

Admission by permission of the Medieval Studies Council.  
8 credits

Requirements: the same as those for the major, except that the thesis (eight credits), which is to be written during the first semester of the senior year, shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis and a written examination on the area of concentration within the major.



# Music

## Professors

Philipp Otto Naegele, Ph.D.  
 William Petrie Wittig, Mus.M., *Choir*  
 †Ronald Christopher Perera, A.M.  
 Peter Anthony Bloom, Ph.D.  
 Donald Franklin Wheelock, M.Mus.  
 John Porter Sessions, Mus.M.  
 Richard Jonathan Sherr, Ph.D.  
 Monica Jakuc, M.S.  
 Ruth Ames Solie, Ph.D.  
 Kenneth Edward Fearn, Mus.M.

## Associate Professors

Karen Smith Emerson, M.M.  
 Janet Lyman Hill, M.A.  
 †Jane Bryden, M.M.  
 Raphael Atlas, Ph.D.  
 John Van Buskirk, M.M.

## Assistant Professors

Grant Russell Moss, D.M.A.  
 Lucinda J. Thayer, M.M., Director of Choral Music

## Instructor

Margaret Sarkissian, M.M.

## Lecturers

Paul Flight, M.M.  
 †Jamee Ard, M.M.

## Teaching Fellows

Peter Blanchette  
 Laura Heyenga  
 Linda Smargie

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.  
 4 credits

### A. Fundamentals of Music

An introduction to the rudiments of music. Students will explore principles of musical organization basic to Western and selected non-Western traditions.

*Raphael Atlas*, M W F 2:40-4 p.m.; *Ruth Solie*, T Th 9-10:20 a.m.

### B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television.

*William Wittig*

T 1-2:50 p.m., Th 1-1:50 p.m.

### C. Contemplating Opera

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Don Giovanni*, *Otello*.

*Madam Butterfly, Porgy and Bess, Treemonisha, The Yellow Wallpaper.* The work of the course will include viewing operas on videotape.

*Richard Sherr*

M W F 9-9:50 a.m.

### D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed.

*Ruth Solie*

M W F 10-10:50 a.m.

### E. Music and Cross-Cultural Contact

Is "cultural grey-out" inevitable? Could the world become a "global village"? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon.

*Margaret Sarkissian*

M W F 9-9:50 a.m.

### 100b Colloquia

4 credits

#### A. Fundamentals of Music

A repetition of 100a (A).

*Margaret Sarkissian*

M W F 1:10-2:30 p.m.

#### B. Music, the Visual Arts and the Media

A repetition of 100a (B).

*William Wittig*

T Th 1-2:50 p.m.

#### C. Women Composing

An exploration of the lives and the music of women who composed in the Western tradition in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments and their access to appropriate education and professional training.

*Raphael Atlas*

M W F 11 a.m.-12:10 p.m.

### D. Music in France in the "Good Old Days"

Does music relate to anything outside of itself? Is there a relationship between music and "society"? Why did Erik Satie write piano pieces in the form of a pear? This course will take up such questions by considering some of the serious and not-so-serious music played in Paris in the *fin de siècle* and in the *belle époque*—that is, in the "good old days"—from the 1880s and '90s to the years around World War I. Students will listen to recordings in and out of class, read selections concerning music and France in the period, and discuss in class such concepts as "Impressionism," "Frenchness," "avant-garde," and "charme," on the basis of their listening, reading and experience (none in music is required).

*Peter Bloom*

T 3-4:50 p.m., Th 3-3:50 p.m.

### [E. Choral Music]

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. To be offered in 1994-95.

### 101b Introduction to World Music

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres and a discussion of contemporary popular musics.

4 credits

*Margaret Sarkissian*

M W F 10-10:50 a.m.

### [102b Classical and Popular Music in the 20th Century]

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors. Enrollment limited to 40. To be offered in 1994-95.

4 credits

**103a Sight-Singing**

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation.

1 credit

*Paul Flight*

To be arranged

**103b Sight-Singing**

A repetition of 103a.

1 credit

*To be announced*

To be arranged

**PHY 107b Musical Sound****110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music.

4 credits

*Donald Wheelock*, M W F 1:10-2:30 p.m.;

*Raphael Atlas*, M W F 11 a.m.-12:10 p.m.

**111b Analysis and Repertory**

A continuation of 110a. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*, M W F 11 a.m.-12:10 p.m.;

*Ruth Solie*, M W F 1:10-2:30 p.m.

**Intermediate and Advanced Courses****200a An Historical Survey of Music**

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor.

4 credits

*Margaret Sarkissian*

T Th 9-10:20 a.m.

**201b An Historical Survey of Music**

A continuation of 200a. Western music from the mid-18th century to the 20th century.

Open to students who have had previous musical experience or who have obtained permission of the instructor.

4 credits

*Peter Bloom*

T Th 9-10:20 a.m.

**210a Advanced Tonal Analysis**

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 9-9:50 a.m.

**211b Tonal Counterpoint**

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 9-9:50 a.m.

**[221b Analysis and Repertory: 20th Century]**

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years. To be offered in 1994-95.

4 credits

**223a Topics in Performance**

The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Admission by permission of the instructor.

4 credits

*Kenneth Fearn*

T Th 1-2:50 p.m.

**233a Composition**

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*

M W F 2:40-4 p.m.



**234b Composition**

A continuation of 233a. Prerequisite: 233a or permission of the instructor.  
4 credits

*Margo Simmons*

M W F 2:40-4 p.m.

**[241a English Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1994-95.

1 credit

**[241b German and French Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1994-95.

1 credit

**251b The History of the Opera**

History of the form from its inception to the present, with emphasis on selected masterworks.

4 credits

*Richard Sherr*

M W F 9-9:50 a.m.

**305a Music of the High Baroque**

Bach, Handel, Rameau and their contemporaries. Prerequisite: 200a or permission of the instructor.

4 credits

*Richard Sherr*

T Th 10:30-11:50 a.m.

**306a Mozart**

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor.

4 credits

*Peter Bloom*

T Th 9-10:20 a.m.

**[307a Beethoven]**

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets and symphonies. Prerequisite: 201b or permission of the instructor. To be offered in 1994-95.

4 credits

**308b Seminar in the Music of the 19th Century**

Richard Wagner and Hector Berlioz: A comparative study of their musical works, writings, careers and ideals. Prerequisite: 201b or

permission of the instructor.

4 credits

*Peter Bloom*

Th 7:30-9:30 p.m.

**310b Contemporary Music**

Webern and the Postwar European Avant-garde. Prerequisite: 210a.

4 credits

*John Sessions*

W 7:30-9:30 p.m.

**[EDC 316b The Teaching of Music]****[325b Writing About Music]**

An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. (E) To be offered in 1994-95.

4 credits

**[331a Topics in Theory]**

Prerequisite: 111b. To be offered in 1994-95.

4 credits

**340a Seminar in Composition**

Recommended background: a year of composition study. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

**341b Seminar in Composition**

Recommended background: a year of composition. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

**[345b Electro-Acoustic Music]**

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. To be offered in 1994-95.

4 credits

**404a Special Studies**

In the history of music, or in the theory or analysis of music. By permission of the Department, for juniors and seniors.  
4 credits

**404b Special Studies**

4 credits

## Graduate Courses

Requirements for the master of arts degree in music are listed on pp. 28-29.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Richard Sherr.

**[502d Proseminar in Music History]**

Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor.  
8 credits

**507b Seminar in Baroque Music**

4 credits

*Richard Sherr*

Th 3-4:50 p.m.

**509a Seminar in Music of the Romantic Era**

4 credits

*Peter Bloom*

Th 7:30-9:30 p.m.

**510a Seminar in Contemporary Music**

Schoenberg and the New Music.

4 credits

*John Sessions*

W 7:30-9:30 p.m.

**511b Seminar in the History of Music Theory**

A study of the principal writers on the theory of music from the Greeks to the early nineteenth century, with particular emphasis on the interaction between theoretical speculation and musical style. Open to undergraduate music majors by permission of the instructor.

4 credits

*Ruth Solie*

T 3-4:50 p.m.

**580a Special Studies**

4 credits

**580b Special Studies**

4 credits

**580d Special Studies**

8 credits

**590a Research and Thesis**

4 credits

**590b Research and Thesis**

4 credits

**590d Research and Thesis**

8 credits

## Performance

Admission to performance courses, with the exception of conducting, is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who

plans a music major may, with the permission of the Department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Music 100a or 101b, Fundamentals of Music, or 110a and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

#### **Stringed Instruments, Wind Instruments:**

Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for voice are expected to perform a song for solo voice.

**Piano:** Candidates for piano are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to first-year students, but a candidate who demonstrates proficiency in piano may receive permission to register for organ in the first year.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

<b>914d</b>	First year of performance, four credits for the year
<b>924d</b>	Second year of performance, four credits for the year
<b>928d</b>	Second year of performance, eight credits for the year
<b>934d</b>	Third year of performance, four credits for the year
<b>938d</b>	Third year of performance, eight credits for the year
<b>944d</b>	Fourth year of performance, four credits for the year
<b>948d</b>	Fourth year of performance, eight credits for the year

- A Piano**
- B Organ**
- C Harpsichord**
- D Voice**
- E Violin**
- F Viola**
- G Violoncello**
- H Double Bass**
- I Viola da Gamba**
- J Flute**
- K Recorder**
- L Oboe**
- M Clarinet**
- N Bassoon**
- O French Horn**
- P Trumpet**
- Q Trombone**
- R Tuba**
- S Percussion**
- T Guitar**
- U Lute**
- V Harp**
- W Other Instruments**

**Piano.** *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

**Organ.** Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

**Harpsichord.** Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

**Voice.** *Karen Smith Emerson, Jane Bryden, Jamée Ard.*

**Violin.** *Philipp Naegele, Janet Hill.*



**Viola.** *Janet Hill.*

**Violoncello.** *John Sessions.*

**Double bass.** (UMass).

**Viola da Gamba.** *Alice Robbins.*

**Wind Instruments.** *William Wittig*, flute;  
*Lynn Sussman*, clarinet; (UMass), bassoon;  
*Emily Samuels*, recorder.

**Brass Instruments.** (UMass).

**Percussion.** (UMass).

**Guitar.** *Phillip de Fremery* (Mount Holyoke).

**Lute.** *Robert Castellano.*

**Other Instruments.**

### 901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated.  
1 credit

*Philipp Naegele, William Wittig, Janet Hill*

### 901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit.  
1 credit

### 903a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b and permission of the instructor. Enrollment limited to 10.

2 credits

*Lucinda Thayer*

T 3-4:50 p.m.

### 904b Conducting

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10.

2 credits

*Lucinda Thayer*

T Th 3-4 p.m.

### 905b Keyboard Harmony

The practical application at the keyboard of the basic principles of tonal harmony. In-

struction and exercises in playing chord progressions, in score reading and in figured bass. Prerequisites: 110a, some basic keyboard proficiency and permission of the instructor. Enrollment limited to six with preference given to music majors and minors. (E)

2 credits

*John Van Buskirk*

T Th 3-4:50 p.m.

### 974a Topics in Piano

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate performance with readings, listening and written work. Topic for fall 1993: Women as Performers and Composers. Permission of the instructor required. Enrollment limited to 8.

4 credits

*Monica Jakuc*

M 7-9 p.m., plus six hours of private or semi-private instruction per semester.

### 984b Topics in Piano

A continuation of 974a. Permission of the instructor required. Enrollment limited to 8.

4 credits

*Kenneth Fearn*

M 7:30-9:30 p.m., plus six hours of private or semi-private instruction per semester.

### DAN 249b The Mindful Body: Resources for Performing and Visual Artists

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts through basic anatomical and functional knowledge of the body from an experimental approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E)

2 credits

*Monica Jakuc, Susan Waltner (Dance)*

T Th 1-2:30 p.m.

## Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:

<b>954d</b>	First year of performance, four credits for the year
<b>958d</b>	First year of performance, eight credits for the year
<b>964d</b>	Second year of performance, four credits for the year
<b>968d</b>	Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

**Piano**  
**Organ**  
**Harpsichord**  
**Voice**  
**Violin**  
**Viola**  
**Violoncello**  
**Viola da Gamba**  
**Wind Instruments**  
**Other Instruments**

### Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

### Smith College Student Orchestra

One concert each semester. Open by audition to Smith students and to students at the other four colleges. Rehearsals on Tuesdays and some Thursdays.

## Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students.

**College Choir Alpha:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**College Choir Omega:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**Chamber Singers:** open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Lucinda Thayer, Director.*

## The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Richard Sherr.

Basis for the major: 110a, 111b, 200a and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b; two further courses in music theory, analysis, or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210a and any seminar.

## The Minor

**Advisers:** Same as for the major.

Basis: 110a, 111b, and 200a or 201b.

Requirements: six semester courses: 110a, 111b, 200a or 201b, and three further classroom courses, no more than two of which may be colloquia.

## Honors

**Director:** Peter Bloom.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.



# Neuroscience

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## Advisers

†Richard Olivo, Professor of Biological Sciences, *Director*

†Mary Harrington, Assistant Professor of Psychology

Anne E. Powell, Lecturer in Psychology

## Other Participating Faculty

Virginia Hayssen, Assistant Professor of Biological Sciences

†Margaret Olivo, Professor of Biological Sciences

Jeanne Powell, Professor of Biological Sciences

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The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: four core courses:

- |           |  |
|-----------|--|
| PSY 211a  | Physiological Psychology                                     |
| BIO 256a  | Animal Physiology and optional laboratory BIO 257a           |
| [BIO 330b | Neurophysiology and required concurrent laboratory BIO 331b] |
| PSY 311a  | Neuroanatomy   |

(Note that all of these courses have prerequisites; see departmental listings.)

Plus two electives chosen from the following:

- |          |   |
|----------|---|
| BIO 230a | Cell Biology  |
| PSY 212b | Developmental Psychobiology                                       |
| BIO 346b | Developmental Biology and required concurrent laboratory BIO 347b |
| BIO 352a | Animal Behavior and required concurrent laboratory BIO 353a       |
| PSY 312a | Research Seminar in Behavioral Neuroscience                       |
| PSY 316b | Seminar in Biopsychology  |

# Philosophy

## Professors

Murray James Kiteley, Ph.D.  
 Kathryn Pyne Addelson, Ph.D.  
 Malcolm B.E. Smith, Ph.D., J.D.  
 Thomas Tymoczko, Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 John M. Connolly, Ph.D.  
 Elizabeth V. Spelman, Ph.D., *Chair*

## Assistant Professors

"Nalini Bhushan, Ph.D.  
 Susan Levin, Ph.D.

## Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

### LOG 100a Valid and Invalid Reasoning: What Follows from What?

*James Henle, Thomas Tymoczko*  
 Lec. M W 1:10-2:30 p.m.; dis. A: F 1:10-2 p.m.; B: F 1:10-2 p.m.; C: F 2:10-3 p.m.; D: F 2:10-3 p.m.

### 100b Thinking About Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith.  
 4 credits

*Susan Levin, Elizabeth V. Spelman*  
 Lec. M W 1:10-2:30 p.m.; dis. A: F 1:10-2 p.m.; B: F 1:10-2 p.m.; C: F 2:10-3 p.m.

### 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the

early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 credits

*Murray Kiteley, Susan Levin*  
 M W F 11 a.m.-12:10 p.m.

### 125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant.

4 credits

*Malcolm B.E. Smith*  
 M W 2:40-4 p.m.

### 200b Philosophy Colloquium

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the sophomore year.

4 credits

*Kathryn Pyne Addelson and Members of the Department*  
 T Th 10:30-11:50 a.m.

### 202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of

modern logic. It will meet for the first half of the semester only. Enrollment limited to 20.  
2 credits

*Thomas Tymoczko*

M W 1:10-2:30 p.m., F at the option of the instructor

### **203b Topics in Symbolic Logic**

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topics might include infinity, the concept of number, alternative logics, models and truth, Turing machines and computation, etc. Prerequisite: LOG 100 or PHI 202. Topic for spring 1994: Infinity. After the initial meeting, the course will meet for the second half of the semester only. (E)

2 credits

*Thomas Tymoczko*

M W 1:10-2:30 p.m., F at the option of the instructor

### **[MTH 217a Mathematical Structures]**

### **PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

### **[210b Issues in Recent and Contemporary Philosophy]**

### **[211a The Philosophy of Ludwig Wittgenstein]**

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202. Offered in alternate years. To be offered in 1994-95.  
4 credits

### **[220b Logic and the Undecidable]**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. To be offered in 1994-95.  
4 credits

### **PPY 221b Language**

See Interdepartmental and Extradepartmental Course Offerings.

### **222a Ethics**

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

4 credits

*Elizabeth V. Spelman*

T Th 10:30-11:50 a.m.

### **224b Philosophy and History of Scientific Thought**

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science construct or describe reality? What are the social influences on science?

4 credits

*Jill de Villiers*

M W F 11 a.m.-12:10 p.m.

### **[225j Alternative Sciences: India and China]**

What is the ecology of knowledge systems? Can "traditional science" compete with modern science? Case studies in India and China of health systems, scientific controversies and other topics. (E)

3 credits

### **[226a Topics in the History of Philosophy]**

To be offered in 1994-95.  
4 credits

### **[230b American Philosophy: The Classical Period]**

Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey and G.H. Mead. Enrollment limited to 25. To be offered in 1994-95.  
4 credits

### **[233b Aesthetics]**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic and other problems. To be offered in 1994-95.  
4 credits

### **[234a Philosophy and Human Nature: Theories of the Self]**

Philosophy of Mind. Does the fact that we are conscious show we are minds or might consciousness be the byproduct of function-



ing brains? Could you survive in another body? These and related questions will be examined using classical and contemporary sources. To be offered in 1994-95.  
4 credits

### **235b Morality, Politics and the Law**

A critical discussion of the relations among morality, politics and the law, especially through examination of the different ways moral, political and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political and legal dimensions of the tolerance and intolerance of behavior treated as "deviant."  
4 credits

*Elizabeth V. Spelman*  
M W F 10-10:50 a.m.

### **236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics.  
4 credits

*Jill de Villiers*  
T Th 9-10:20 a.m.

### **237a Nineteenth-Century Philosophy**

Topic for 1993-94: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism.  
4 credits

*Nalini Bhushan*  
T Th 10:30-11:50 a.m.

### **240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature and moral reform and moral revolution, as they relate to women. Not open to first-year students. Enrollment limited to 40.  
4 credits

*Elizabeth V. Spelman, Carolyn Jacobs*  
T Th 3-4:15 p.m.

### **245a Philosophy of Law: Property**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-

year students.

4 credits

*Malcolm B.E. Smith*  
M W 2:40-4 p.m.

### **250a Epistemology**

Topic for fall 1993: Relativism and Objectivity. Are there absolute truths or does each truth depend on who looks at it and how? Are there intrinsic values or is each value dependent on a point of view? What's a point of view? This course explores the philosophical issue of objectivity and relativism with an eye to practical concerns (such as multiculturalism, free speech and canons of excellence). A previous course in philosophy is strongly recommended. May be repeated for credit by previous students in PHI 250.  
4 credits

*Thomas Tymoczko*  
T Th 1-2:30 p.m.

### **250b Epistemology**

Topic for spring 1994: Ways of Knowing. What is the ecology of knowledge systems? Can "traditional science" compete with "modern science"? This course develops a framework for studying "dissenting sciences" by tracing the movement from alchemy to modern, Western ways of knowing, then takes up cases from the United States, Africa, the Indian subcontinent and China. Enrollment limited to 25. May be repeated for credit by previous students in PHI 250.  
4 credits

*Kathryn Pyne Addelson*  
T Th 1-2:20 p.m.

### **260a Introduction to Hermeneutics**

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Heidegger, Gadamer, Hirsch and others. Enrollment limited to 25.  
4 credits

*Susan Levin*  
M W 2:40-4 p.m.

### **262a Meaning and Truth**

An examination of the central topics in the semantics of natural language. These topics and the associated problems and theories will be organized under the two major headings of meaning and truth.

4 credits

*Murray Kiteley, Nalini Bhushan*

M W 1:10-2:30 p.m.

### **REL 263a Philosophy of Religion**

#### **[REL 269b Phenomenology and Existentialism]**

#### **[304b Colloquium in Applied Ethics]**

Topic: Moral Passages: Issues in Reproduction and Procreation. Moral theory as applied to topics such as abortion, in vitro fertilization, surrogate motherhood, teen pregnancy. Moral issues will be defined from perspectives of the woman and her intimates, reformers, medical workers, scientists and ethicists. Enrollment limited to 20. To be offered in 1994-95.

4 credits

#### **[305b Seminar: Topics in Feminist Theory]**

To be offered in 1994-95.

4 credits

#### **310b Seminar: Recent and Contemporary Philosophy**

Topic for 1993-94: The Philosophy of Mathematics. Does mathematics have a foundation in logic or set theory? Is mathematics really different from natural science? What is a proof? Special attention to recent movements like quasi-empiricism and intuitionism. Recommended background: a course in both philosophy and mathematics or two courses in either.

4 credits

*Thomas Tymoczko*

T Th 1-2:50 p.m.

#### **[322b Topics in Advanced Logic]**

To be offered in 1994-95.

4 credits

#### **324b Topics in Ancient Philosophy**

Topic for 1993-94: Plato. A study of several dialogues from the early and middle periods. After introductory sessions on Socratic methodology, we will turn to Plato's central metaphysical insights and their implications for his treatment of issues in epistemology, ethics, philosophy of language and education. Readings include the *Euthyphro*, *Gorgias*, *Phaedo*, *Symposium* and *Republic*. Strongly recommended background: PHI 124 or the equivalent.

4 credits

*Susan Levin*

W 7:30-9:30 p.m. and one hour to be arranged

#### **[326a African Philosophy]**

An exploration of basic African philosophical concepts and principles, including the systemic interpretation of Bantu thought and the comparative study of the relationships between philosophy and ideologies. Preference given to juniors and seniors. Recommended: either a background in African studies (history, literature, anthropology, etc.) or in philosophy. Enrollment limited to 22. (E) To be offered in 1994-95.

4 credits

#### **[331a Seminar: Belief, Knowledge and Perception]**

Selected topics in the theory of knowledge and perception. To be offered in 1994-95.

4 credits

#### **334a Seminar: Mind**

Topic for 1993-94: First Person Authority. What determines the content of a thought? Does it depend only upon the thinker or does it also depend in an essential way upon the physical and social environment in which the thinker is situated? Are our introspective pronouncements about the content of our own thoughts the ultimate authority or can we be mistaken?

4 credits

*Nalini Bhushan*

W 7:30-9:30 p.m.

#### **[362a Seminar: Philosophy of Language]**

A study of the basic concepts involved in language such as meaning, reference, truth, translation and conceptual systems. Does each language bring with it a distinct conceptual system? Could there be conceptual systems radically different from ours? Prerequisite: two intermediate philosophy courses. To be offered in 1994-95.

4 credits

#### **[390b Colloquium for Seniors]**

A course requiring extensive prior preparation, and focusing on a close study of central, book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only. To be offered in 1994-95.

4 credits

#### **400a Special Studies**

For senior majors, by arrangement with the department.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**408d Special Studies**

For senior majors, by arrangement with the department.

3 credits

**The Major****Advisers:** Members of the Department.**Adviser for Study Abroad:** Elizabeth V. Spelman.

Requirements: 10 semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (222, [233], 235, 240, 245); Continental Philosophy and Cultural Critique ([211-Wittgenstein], 237-Nietzsche, REL 269); Metaphysics and Epistemology ([210], [230], 234], 250; Language, Logic and Science [220], PPY 221, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses.

Courses in related departments may be included in the major program of ten semester courses only with approval of the department.

**The Minor****Advisers for the Minor:** Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

**Concentration 1: Linguistics and the Philosophy of Language**

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310.

**Concentration 2: Philosophy and the Humanities**

Basis: any two from among the following: 100, LOG 100 or PHI 202, 124, 125.

In addition to the basis, three courses from among the following: 222, 224, [233], 235, [REL 269b], [304], 310 and 334.

**Concentration 3: Philosophy, Feminism and Society**

Basis: any two from among the following: 100, LOG 100 or PHI 202, 124 and 125.

In addition to the basis, three courses from among the following: 235, 240, [304], [305]. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

**Honors****Directors:** Murray Kiteley, Thomas Tymoczko.**430d Thesis**

8 credits

**431a Thesis**

8 credits

**432d Thesis**

12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.



## Graduate

**Advisers:** Members of the Department.

### **580a Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

4 or 8 credits

### **580b Advanced Studies**

4 or 8 credits

### **580d Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

8 credits

### **590a Research and Thesis**

4 or 8 credits

### **590b Research and Thesis**

4 or 8 credits

### **590d Research and Thesis**

8 credits

# Physics

## Professors

Malgorzata Zielinska-Pfabé, Ph.D., *Chair*

Melvin S. Steinberg, Ph.D.

Piotr Decowski, Ph.D.

## Associate Professors

Doreen A. Weinberger, Ph.D.

Nalini Easwar, Ph.D.

## Lecturer

Janet Van Blerkom, Ph.D.

## Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115a and 116b and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the Department at the beginning of their first year about taking a more advanced course in place of 115a and 116b.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115a and 116b for credit.

### [105b Principles of Physics: Seven Ideas that Shook the Universe]

Description, origins, meanings and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for nonscience majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included. To be offered in 1994-95.

4 credits

### 106a The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds.

Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. (E)

4 credits

*Piotr Decowski*

M W F 9-9:50 a.m.

### 107b Musical Sound

This course for non-science majors explores the physical basis of musical sound. Sample topics: synthesized sound, musical instruments, stereo components, perception of tone, auditorium acoustics, musical scales and intervals.

4 credits

*Janet Van Blerkom*

M W F 1:10-2:30 p.m.

### 115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor.

5 credits

*Doreen Weinberger, Malgorzata Zielinska-Pfabé*

M W F 11 a.m.-12:10 p.m.; lab T or Th 1-3:50 p.m. or W 1:10-4 p.m.

### 116b General Physics

A continuation of 115a. Electromagnetism, thermodynamics, waves and elements of

quantum physics. Prerequisite: 115a.

5 credits

*Nalini Easwar, Doreen Weinberger*

M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m. or W 1:10–4 p.m.

### **210a Mathematical Methods of Physical Sciences and Engineering I**

Choosing and using mathematical tools to solve problems in physical sciences. Topics include: complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

### **211b Mathematical Methods of Physical Sciences and Engineering II**

Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

### **[214b Electricity and Magnetism]**

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and 116b or the equivalent. To be offered in 1994–95.

4 credits

*Piotr Decowski*

### **220a Classical Mechanics**

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and 116b or permission of the instructor.

4 credits

*Doreen Weinberger*

M W F 1:10–2:30 p.m.

### **222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115a and 116b or permission of the instructor.

4 credits

*Melvin Steinberg*

M W F 11 a.m.–12:10 p.m.; lab M 1:10–4 p.m.

### **224b Electronics**

A semester of experiments in electronics, with emphasis on integrated circuits, leading

to some independent work. Prerequisite: 115a and 116b or permission of the instructor.

4 credits

*Nalini Easwar*

T Th 9–11:50 a.m. and one hour discussion session to be arranged

### **299a Current Topics In Physics**

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit.

1 credit

*Members of the Department*

W 2:40–4 p.m.

### **[312b Optics]**

Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 115a, 116b, 222a or permission of the instructor. Offered in alternate years. To be offered in 1994–95.

4 credits

*Doreen Weinberger*

### **[322a Nuclear and Particle Physics]**

Prerequisites: 210a, 214b, 222a. Offered in alternate years. To be offered in 1995–96.

4 credits

*Piotr Decowski*

### **331a The Teaching of Physics**

A one- or two-semester course for prospective physics teachers, emphasizing research literature on misconceptions and nonformal instruction. Prerequisites: 115a and 116b, or science teaching experience.

4 credits

*Melvin Steinberg*

To be arranged

### **[332a Solid State Physics]**

Prerequisites: 210a, 214b, 222a. Offered in alternate years. To be offered in 1994–95.

4 credits

*Nalini Easwar*

### **337j Introduction to Optics of Surfaces and Scattering Theory**

This course is intended for students interested in learning the basic optics of how light inter-



acts with surfaces. Primary topics to be covered will include surface roughness; measurements of roughness; and an introduction to scattering theory. The course will include a significant laboratory component. Prerequisite: one year of introductory physics. (E).  
2 credits

*Jean M. Bennett*

M T W Th 9 a.m.–12 noon for 2 weeks during January 1994 Interterm

### 340b Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 220b and 222a.  
4 credits

*Doreen Weinberger*

M W F 1:10–2:30 p.m.

### 348a Thermal Physics

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210a, 220b, 222a. Offered in alternate years.  
4 credits

*Janet Van Blerkom*

M W F 11 a.m.–12:10 p.m.

### 350a Advanced Physics Laboratory

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least 3 credits are required to count as a course toward the major requirement. Prerequisites: 214b, 220b and 222a.

1 to 3 credits

*Piotr Decowski*

Th 1–4:50 p.m.

### 350b Advanced Physics Laboratory

A repetition of 350a.

1 to 3 credits

*Nalini Easwar*

Th 1–4:50 p.m.

### 400a Special Studies

By permission of the department, for students who have had at least four semester courses in intermediate physics.

1 to 4 credits

### 400b Special Studies

Same as 400a or may be a repetition of 400a, with permission of the instructor.

1 to 4 credits

## The Major

**Advisers:** Piotr Decowski, Nalini Easwar, Malgorzata Zielinska-Pfabé, Melvin Steinberg, Doreen Weinberger.

**Adviser for Study Abroad:** Piotr Decowski.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

The following courses are required: 115a, 116b, 210, 211, [214], 220, 222, 224, 340 and one more 300 level physics course. In addition, 299a and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

## The Minor

**Advisers:** Members of the Department.

The minor in physics consists of: 115a, 116b, 222a and at least two additional 200 or 300 level physics courses.

## Honors

**Director:** Malgorzata Zielinska-Pfabé.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

# Political Economy

## Advisers

Martha Ackelsberg, Professor of Government  
 †Philip Green, Professor of Government  
 Richard Fantasia, Associate Professor of Sociology, *Acting Director*  
 Thomas Riddell, Associate Professor of Economics  
 Cynthia Taft Morris, Professor of Economics  
 Andrew Zimbalist, Professor of Economics

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

#### 1. Theory:

ECO 225a Political Economic Analysis  
 [ECO 256a Marxian Political Economy]  
 ECO 257b Growth and Crisis in the United States Economy  
 GOV 242b The Politics of International Economic Relations

[GOV 263a Political Theory of the 19th and 20th Centuries]

GOV 366a Seminar: Ideology, Culture and Politics

#### 2. History:

[ECO 208b European Economic History]  
 ECO 283a American Economic History: Colonial Times to 1870

[ECO 285a American Economic History: 1870-1980]

SOC 316b Seminar: Protest, Rebellion and Collective Action

#### 3. Contemporary Applications:

ECO 209a Comparative Economic Systems  
 [ECO 220b Labor Relations and Economic Performance]

ECO 222a Women's Labor and the Economy

ECO 224b Environmental Economics  
 [ECO 243a Economics of the Public Sector]

GOV 204a Urban Politics

[GOV 333b Seminar: The Politics of Capitalism]

SOC 212a Class and Society

4. Special Studies (PEC 404a, b), to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

# Psychology

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## Professors

Robert Teghtsoonian, Ph.D.  
 J. Diedrick Snoek, Ph.D.  
 Frances Cooper Volkmann, Ph.D.  
 Peter Benedict Pufall, Ph.D.  
 ‡Faye Crosby, Ph.D.  
 Donald Baldwin Reutener Jr., Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 Peter A. de Villiers, Ph.D.  
 Randy O. Frost, Ph.D., *Chair*

## Adjunct Professor

Joan E. Morgenthau, M.D.

## Associate Professors

Fletcher A. Blanchard, Ph.D.  
 ‡Donna Kiyo Nagata, Ph.D.  
 \*Philip K. Peake, Ph.D.

## Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

## Assistant Professors

‡Mary Harrington, Ph.D.  
 Brenda Allen, Ph.D.  
 Nancy Grote, Ph.D.

## Instructor

Annabel Prins, M.S.

## Lecturer

Anne E. Powell, Ph.D.

## Assistant in Statistics

David Palmer, Ph.D.

## Research Associates

Robertta Collard, Ph.D.  
 Tahereh Rahmani, Ph.D.  
 George M. Robinson, Ph.D.  
 Martha Teghtsoonian, Ph.D.

Unless otherwise indicated, 111a or b is a prerequisite for every further course, including 112 and 113.

## Introductory Courses

### 111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Discussion sections limited to 25. Students are free to attend either lecture hour; they must section for discussion.  
 4 credits

*Peter Pufall, Director*

Lec. M W F 9-9:50 a.m. or M W F 10-10:50 a.m.

Section A: W 11-11:50 a.m.

Section B: W 1:10-2 p.m.

Section C: W 2:40-3:30 p.m.

Section D: Th 10:30-11:20 a.m.

Section E: Th 1:10-2 p.m.

Section F: Th 3-3:50 p.m.

Section G: F 11-11:50 a.m.

Section H: F 1:10-2 p.m.

Section I: F 2:10-3 p.m.

### 111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written).  
 4 credits

*Peter de Villiers, Director*

Section A: M W F 9-10:10 a.m.

Section B: M W F 11 a.m.-12:10 p.m.

Section C: M W F 1:10-2:20 p.m.

Section D: M W F 2:40-3:50 p.m.



**112a Introduction to Research Methods**

Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of nonhuman organisms. Prerequisite: 111a or b.

4 credits

*Donald Reutener, Director*

Section A: M W 10-11:50 a.m.

Section B: M W 1:10-3 p.m.

Section C: T Th 8-9:50 a.m.

Section D: T Th 10-11:50 a.m.

**112b Introduction to Research Methods**

A repetition of 112a.

4 credits

*Frances Volkmann, Director*

Section A: M W 8-9:50 a.m.

Section B: M W 10-11:50 a.m.

Section C: M W 1:10-3 p.m.

Section D: T Th 8:30-10:20 a.m.

Section E: T Th 1-2:50 p.m.

**113a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems.

Prerequisite: 111a or b or permission of the instructor. Enrollment limited to 40. Lab size limited to 10 students.

4 credits

*Fletcher Blanchard*

Lec. T Th 10:30-11:50 a.m.; lab to be arranged

**113b Statistical Methods in Psychology**

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10 students.

4 credits

*Philip Peake*

Lec. T Th 10:30-11:50 a.m.; lab to be arranged

**General Courses (A)****PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**[ESS 220b Psychology of Sport]**

4 credits

**266b Psychology and Women**

Exploration of the existence, origins and implications of the behavioral similarities and differences between women and men and of

the psychological realities of women's lives and occupational status. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women and to the interaction between sexism and racism in our society. Enrollment limited to juniors and seniors.

4 credits

*Nancy Grote*

M 7:30-9:30 p.m., Th 3-3:50 p.m.

**267b Psychology of the Black Experience**

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b.

4 credits

*Brenda Allen*

M W 2:40-4 p.m.

**[303a Advanced Research Design and Statistical Analysis]**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b and 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

**320b Seminar in Environmental Psychology**

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred.

4 credits

*Robert Teghtsoonian*

T 3-4:50 p.m.

### 366a Seminar: Topics in the Psychology of Women

Topic for 1993-94: Gender and Close Relationships. An examination of issues that pertain to women and men in heterosexual and homosexual close relationships at various stages of relationship development: initial attraction, relationship expectations, self-disclosure, intimacy, love and sexual attitudes, power, jealousy, conflict and violence. Prerequisite: permission of the instructor.

4 credits

*Nancy Grote*

M 1:10-3 p.m.

## Psychological Processes (B)

### 210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question, "Why did she or he do that?" Theory and research from three interacting and complimentary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor.

4 credits

*Donald Reutener*

M W 1:10-2:30 p.m.

### [216b Perception]

Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

### 218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Jill de Villiers*

T Th 1-2:50 p.m.

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 224b Learning and Behavior Change: Methods, Theory and Practice

Behavioral and cognitive accounts of complex behavior and changes in behavior, with special emphasis on issues of choice and self-control. Applications of cognitive and behavioral principles in programs to change maladaptive or undesired behaviors in normal adults, delinquent youths and autistic children. Directed practicum projects. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter de Villiers*

M W F 9-9:50 a.m.

### 313a Seminar in Psycholinguistics

Topic for 1993-94: Language and Cognitive Development. A consideration of the ways that language and thought interact in the development of the young child. How does the child acquire the concepts and words for objects, causality, number, actions, time, space and mental events? Prerequisites: PSY 233, or PHI 236, or PPY 221.

4 credits

*Jill de Villiers*

W 1:10-3 p.m.

### 314b Seminar in Foundations of Behavior

Topic for 1993-94: Animal Cognition. The study of animals as intelligent processors of information capable of adapting to their environments through a variety of cognitive skills. These skills include perception, learning, remembering, problem solving, decision making, communication and others. Prerequisite: any 200-level course from area B or C, or 233, or 270, or permission of the instructor.

4 credits

*Donald Reutener*

T 1-2:50 p.m.

## Physiological Psychology (C)

### 211a Physiological Psychology

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both

normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, feeding, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 111a or b, or an introductory BIO course.

4 credits

*Beth Powell*

M W F 11 a.m.-12:10 p.m.

### **212b Developmental Psychobiology**

A study of physiological and behavioral changes that accompany development. Embryonic development of the nervous system, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor.

4 credits

*To be announced*

T Th 10:30-11:50 a.m.

### **311a Neuroanatomy**

A survey of the organization of the mammalian brain and behavioral changes associated with brain damage or hormonal alterations. Laboratory covers research techniques in physiological psychology. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16.

4 credits

*To be announced*

T Th 10:30-11:50 a.m.; lab T 1-4 p.m.

### **312a Research Seminar in Behavioral Neuroscience**

Topic for 1993-94: To be announced. Prerequisites: 112a or b, 211a and permission of the instructor.

4 credits

*To be announced*

W 1-4 p.m.

### **316b Seminar in Biopsychology**

Advanced study of selected brain-behavior relations. Topic for 1993-94: Psychopharmacology. The effects of therapeutic and recreational psychotropic drugs on neural function and behavior. Models of addiction, the effects of drugs on the fetus, the pharmaceutical industry and advertising of legal drugs will also be considered. Prerequisite: 211a and permission of the instructor.

4 credits

*Beth Powell*

M 7:30-9:30 p.m.

## **Developmental Psychology (D)**

### **Director of the Child Study Committee:**

Peter Pufall.

### **233b Child Development**

A review of theory and research of the development of social, cognitive and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 credits

*Peter Pufall*

M W F 1:10-2:30 p.m.

### **EDC 238a Educational Psychology**

### **241a Psychology of Adolescence**

Exploring adolescents' developing identity and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase.

4 credits

*Brenda Allen*

M W 2:40-4 p.m.

### **243b Adult Development**

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence and psychological adjustment to the myths and realities of age.

4 credits

*Diedrick Snoek*

M W F 10-10:50 a.m.

### **333b Seminar in Child Development**

Topic for 1993-94: Culture and Child Development. Prerequisite: 233b or permission of the instructor.

4 credits

*Brenda Allen*

T 1-2:50 p.m.

### **335a Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, per-



ception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter Pufall*

T Th 9–10:20 a.m.

### **340b Seminar in Gender and the Life Course**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity and intimacy and sexuality? Permission of the instructor is required.

4 credits

*Diedrick Snoek*

W 1:10–3 p.m.

## **Clinical Psychology (E)**

### **252a Abnormal Psychology**

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 credits

*Randy Frost*

M W F 9–9:50 a.m.

### **[253b Child Clinical Psychology]**

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252.

4 credits

### **254b Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 252.

4 credits

*Annabel Prins*

T Th 10:30–11:50 a.m.

### **352a Seminar in Advanced Clinical Psychology**

Topic for 1993–94: The Psychological Impact of Trauma. Consideration of the psychological consequences of severe trauma. Special emphasis will be placed on post-traumatic stress disorder (PTSD) in Vietnam combat veterans and in adult survivors of sexual assault. Models of PTSD and treatment outcome studies will be reviewed. Prerequisite: 252.

4 credits

*Annabel Prins*

M W 2:40–4 p.m.

### **354a Seminar in Advanced Abnormal Psychology**

Topic for 1993–94: Obsessive Compulsive Disorders. Prerequisite: 252 or 254.

4 credits

*Randy Frost*

Th 7:30–9:30 p.m.

### **358b Experimental Investigation in Clinical Psychology**

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252.

4 credits

*Randy Frost*

T Th 1–2:50 p.m.

## **Social and Personality Psychology (F)**

### **270a Social Psychology**

The study of social behavior considered from a psychological point of view. Topics include social cognition, interpersonal behavior and intergroup behavior.

4 credits

*Fletcher Blanchard*

T Th 9–10:20 a.m.

### **271b Psychology of Personality**

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives.

4 credits

*Philip Peake*

T Th 9-10:20 a.m.

### **278b Behavior in Organizations**

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270 or permission of the instructor.

4 credits

*Frances Volkmann, Diedrick Snoek*

T Th 1-2:50 p.m.

### **370b Seminar in Social Psychology**

Topic for 1993-94: Social Psychology of Racism. Consideration of the causes and consequences of prejudice and discrimination. Prerequisite: 270 or 271; 112a or b and 113a or b are strongly recommended.

4 credits

*Fletcher Blanchard*

T 3-4:50 p.m.

### **[371b Seminar in Personality]**

Prerequisite: 270 or 271.

4 credits

### **372b Experimental Study of Social Behavior**

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112a or b and either 270 or 271. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

T Th 1-2:50 p.m.

### **[373b Personality Assessment and Research]**

Prerequisites: 112a or b and either 270 or 271 or permission of the instructor.

4 credits

### **404a Special Studies**

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

4 credits

### **404b Special Studies**

4 credits

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B-F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A-F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## **The Minor**

**Advisers:** Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory course or a seminar.

## Honors

**Director:** Donald Reutener.

Basis: 111a or b, 112a or b, 113a or b and one other semester course.

### **431a Thesis**

8 credits

### **432d Thesis**

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.



# Public Policy

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## Director

Donald Baumer, Professor of Government

## Advisers

Randall Bartlett, Professor of Economics

Susan Bourque, Professor of Government

John Burk, Professor of Biological Sciences

H. Allen Curran, Professor of Geology

Deborah Haas-Wilson, Associate Professor of Economics

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The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

### GOV 207a Politics of Public Policy

Students interested in completing the minor should enroll in GOV 207a. This course replaces PPL 220a for 1993-94.

4 credits

*Donald Baumer (Government)*

M W F 11 a.m.-12:10 p.m.

### [BIO 208a Women's Medical Issues]

4 credits

*Margaret Olivo (Biology), Leslie Jaffe (Health Services)*

### [220a Public Policy Analysis]

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the

debate over the possible and proper uses of these analytic tools. To be offered in 1994-95.

4 credits

*Randall Bartlett (Economics)*

### ECO 224b Environmental Economics

4 credits

*Mark Aldrich (Economics)*

T Th 9-10:20 a.m.

### 250a Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government.

4 credits

*Randall Bartlett (Economics)*

M W F 11 a.m.-11:50 a.m.

### [254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food

nutrition, fertilizers and pesticides, migrant and seasonal farm workers and policies of the Reagan administration. Lectures and discussions will be augmented with films and field trips. To be offered in 1994-95.

4 credits

*Philip Reid (Biology), Donald Baumer (Government)*

### **[303b Public Policy for Marine and Coastal Resources]**

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. To be offered in 1994-95.

4 credits

*Allen Curran (Geology), John Burk (Biology)*

### **[304a Seminar in American Government: Science, Technology and Public Policy]**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management and environmental cancer.

Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors.

4 credits

*Stanley Rothman (Government), Stylianos Scordilis (Biological Sciences)*

### **GOV 324a Seminar in Comparative Government**

Topic for 1993-94: Gender, Education and Democracy in Latin America. Prerequisite: GOV 226 or equivalent.

4 credits

*Susan Bourque (Government)*

T 1-2:50 p.m.

### **353a Seminar: America's People**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Topic for 1993-94: Natives and

Newcomers. Admission by permission of the instructor.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.

### **390b Senior Public Policy Workshop**

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor.

4 credits

*Deborah Haas-Wilson*

T 1-2:50 p.m.

### **404a Special Studies**

By permission of the director.

4 credits

### **404b Special Studies**

4 credits

## **The Minor**

**Director:** Donald Baumer (Government).

**Advisers:** Randall Bartlett (Economics); John Burk, (Biological Sciences); H. Allen Curran (Geology); Susan Bourque (Government); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

GOV 207a or [PPL 220a];

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.

# Religion and Biblical Literature

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## Professors

Bruce Theodore Dahlberg, M.Div., Ph.D.,  
*Chair*

<sup>\*\*\*</sup>Taitetsu Unno, Ph.D.

<sup>†</sup>Thomas Sieger Derr Jr., M.Div., Ph.D.  
D. Dennis Hudson, Ph.D.

<sup>\*</sup>Karl Paul Donfried, Dr.Theol.  
Quentin Quesnell, S.S.D.

## Fulbright Scholar-in-Residence

Kamal Salibi, Ph.D.

## Associate Professor

Carol G. Zaleski, Ph.D.

## Assistant Professors

Lois C. Dubin, Ph.D.

Keith Allen Lewinstein, Ph.D. (History and  
Religion and Biblical Literature)

Ahmad Salim Dallal, Ph.D. (Assistant  
Professor of Religion and Biblical  
Literature at Smith College under the Five  
College Program)

## Yehan Numata Lecturer in Buddhist Studies

James B. Hubbard, Ph.D.

## Lecturers

<sup>1</sup>Margaret Cormack, Ph.D.

<sup>2</sup>Elizabeth E. Carr, Ph.D.

<sup>2</sup>Hubert Flesher, M.Div.

<sup>2</sup>Charles B. Ketcham, M.Div., Ph.D.

<sup>2</sup>Philip Zaleski, B.A.

## Research Associate

Benjamin Braude, Ph.D.

Language courses in Hebrew, Greek, Arabic,  
etc. are listed on pp. 304-305.

200-level courses open to all students unless  
otherwise stated.

Colloquia are primarily reading and discus-  
sion courses limited to 20 students unless  
otherwise indicated.

## 100-Level Courses

### 101a Religion as a Human Experience

Diverse approaches to the study of religion.  
Interpretations by proponents and critics  
from philosophy, psychology, sociology,  
theology and literature. Readings from such  
writers as Albert Camus, C.G. Jung, Franz  
Kafka, C.S. Lewis, Elie Wiesel, Shunryu  
Suzuki, Paul Tillich and William James.  
Occasional films.

4 credits

*Taitetsu Unno, Director*

*Members of the Department*

Lec. T 9-10:20 a.m.; dis. Th 9-10:20 a.m.

### 105a Introduction to World Religions

Buddhism, Chinese religion, Christianity,  
Hinduism, Islam, Judaism. The spirit of each  
tradition as revealed in one of its classical  
texts. Occasional films.

4 credits

*Carol Zaleski, Director*

*Members of the Department*

Lec. M W 10-10:50 a.m.; dis. F 10-10:50  
a.m.; film viewing Th 4-4:50 p.m.

### 105b Introduction to World Religions

A repetition of 105a.

4 credits

*James Hubbard, Director*

*Members of the Department*

Lec. M W 10-10:50 a.m.; dis. F 10-10:50  
a.m.; film viewing Th 4-4:50 p.m.



### 110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students.  
4 credits

#### [A. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. To be offered in 1994-95.

#### B. Death in the West

The changing face of death and afterlife in Western culture. Readings and topics include: the Epic of Gilgamesh, Plato's depiction of the last days of Socrates, biblical perspectives on death, medieval visions of the other world, Tolstoy's *The Death of Ivan Ilyich* and recent accounts of near-death experience.

*Carol Zaleski*

T Th 10:30-11:50 a.m.

#### C. Christian Spirituality

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration of turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, John Tauler, Julian of Norwich, Teresa of Avila, John of the Cross, George Fox, Pierre Teilhard de Chardin, Simone Weil and Thomas Merton.

*Elizabeth Carr*

T Th 10:30-11:50 a.m.

#### [D. Jesus, Politics and Society]

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political and economic milieu of the New Testament period. To be offered in 1994-95.

#### E. Politics of Enlightenment

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Buddhism

and Marxism, social protest, messianic movements and sacred kingship.

*James Hubbard*

T Th 10:30-11:50 a.m.

#### [F. Issues in Contemporary Judaism]

The interplay of old and new, tradition and modernity, in contemporary Jewish thought and practice. Analysis of the search for enhanced religious meaning and experience among various groups such as women, countercultural Jews, the mainstream denominations, the newly Orthodox and Zionist fundamentalists. Special emphasis on the dynamics and tensions of neo-traditionalism: e.g., the conflict between self-expression and submission to authority, and the paradox of revival as invention. To be offered in 1994-95.

#### [G. Christian Liturgies East and West]

Christian worship and ritual from the earliest roots through Byzantium, the Middle Ages and the Reformation. Historical context and cultural significance. Special emphasis on the eucharist and the use and meaning of icons. To be offered in 1994-95.

#### H. Islamic Mysticism

A survey of the major thinkers, practices and institutions associated with the Islamic mystical tradition (Sufism). Topics will include asceticism, theories of divine love, "drunken" and "sober" Sufism, poetic expression, theological Sufism, Sufi communal life and the place of Sufi fraternities in Islamic societies. We will also consider the role of the holy person in Islam and its doctrinal, social and political implications in the modern Muslim world. Open to all students.

*Keith Lewinstein*

T Th 1-2:20 p.m.

## 200-Level Courses

No prerequisites unless specified.

#### 210a Introduction to the Bible I

The Hebrew Scriptures ("Old Testament"). The religion of ancient Israel—its story, law and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 credits

*Bruce Dahlberg*

M W F 9-9:50 a.m.

**220b Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community.

4 credits

*Hubert Flesher*

M W 1:10-2:30 p.m., F at the option of the instructor

**[225a Christian Origins: Archaeological and Social-Historical Perspectives]**

The integration of Biblical and historical studies, geographical setting and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the Book of Acts. Illustrated lectures. Recommended background: 220. To be offered in 1994-95.

4 credits

**[226c Early Christian and Related Archaeological Sites: Study Tour]**

A joint Smith/Mount Holyoke on-site humanities study tour of such ancient cities as Thessalonica, Philippi, Athens, Corinth, Ephesus and other cities of Western Asia Minor for the purpose of understanding the interactions of various Graeco-Roman religions with both Judaism and early Christianity. Prerequisite: 225a. (E)

2 credits

**230b Western Christian Thought and Practice (30-1100)**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films.

4 credits

*Karl Donfried*

M W F 10-10:50 a.m.

**[231b Eastern Christian Thought and Practice]**

A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia. Selected source readings in translation. To be offered in 1994-95.

4 credits

**[232b Western Christian Thought and Practice 1100-1800]**

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century and into the Enlightenment. Theological, philosophical, mystical, devotional and literary texts supplemented by art and music.

4 credits

**235a Jewish Religious Thought and Practice, 800-1500**

Survey of the major philosophical, mystical and pietistic trends among Jews within the orbits of Islam and Christendom. Selected source readings in English.

4 credits

*Lois Dubin*

T Th 10:30-11:50 a.m.

**236b Jewish Thought in the Modern Period**

Conceptions of Judaism and Jewish life from 1500 to the present. Themes include rationalism, mysticism, spirituality, Jewish law, messianism, the meaning of Jewish peoplehood. Consideration of thinkers such as Spinoza, Mendelssohn and Rosenzweig, and movements such as Lurianic Kabbalah, Hasidism and Reform.

4 credits

*Lois Dubin*

T Th 10:30-11:50 a.m.

**237b Religion in the United States**

Religious thought and institutions and their influence on American culture. Major religious traditions and thinkers from the 17th century to the present.

4 credits

*Bruce Dahlberg*

M W 1:10-2:30 p.m.



### **238a The Cult of Saints From Antiquity to the Reformation**

The origin of the cult of saints and practices associated with it, the role of the saints and their cults within a given society and the nature of sanctity and how it is expressed. When sources permit, the saints' own views of themselves and their relationship to God will be examined and compared with the views of those who wrote about them at different times. A number of saints' lives will be read in their entirety. Not open to students who received credit for this topic in 110b. To be offered once only. (E)

4 credits

*Margaret Cormack*

M W 1:10-2:30 p.m., F 1:10-2:30 p.m. at the option of the instructor.

### **240b Contemporary Christian Thought**

Major 20th century shapers of present-day theology, such as Barth, Bultmann, Tillich, Rahner, Moltmann and McFague; survey of such contemporary movements as Liberation, Feminist, Black and Environmentalist theologies.

4 credits

*Charles Ketcham*

T Th 10:30-11:50 a.m.

### **[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of the imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima and Flannery O'Connor.

4 credits

### **246b Colloquium: Religious Themes in Contemporary Film**

A study of eleven films of the Swedish film director Ingmar Bergman. Because Bergman writes as well as directs his own films, the course will examine not only the films themselves but also Bergman's own spiritual journey as evidenced in his films. Two texts will be used: Martin Buber's *I and Thou* and the instructor's own *The Influence of Existentialism on Ingmar Bergman*. Each film must be viewed twice: Monday evening and Tuesday afternoon. To be offered in 1993-94 only. (E)

4 credits

*Charles Ketcham*

M 7:30-9:30 p.m.; T Th 3-4:50 p.m.

### **[250a Social Ethics I]**

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. To be offered in 1994-95.

4 credits

*Thomas Derr*

### **[251b Social Ethics II]**

The bearing of religious ethics on the understanding of the state, the economic order and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. To be offered in 1994-95.

4 credits

*Thomas Derr*

### **260b Psychology of Religion**

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology; religion and gender. Readings from James, Freud, Jung, Erikson, Lifton, Kakar and others.

4 credits

*Carol Zaleski*

M W F 11 a.m.-12:10 p.m.

### **263a Philosophy of Religion**

The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others.

4 credits

*Carol Zaleski*

M W F 11 a.m.-12:10 p.m.

### **[269b Phenomenology and Existentialism]**

A historical introduction to phenomenology and existentialism focusing on the quest for authentic existence, the intentionality of human experience, the problem of freedom and other characteristic concerns of these



two interrelated movements. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Jaspers and others. 4 credits

**270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others.

4 credits

*Dennis Hudson*

M W F 11 a.m.-12:10 p.m.

**271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present**

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others.

4 credits

*Dennis Hudson*

M W F 11 a.m.-12:10 p.m.

**272a Buddhist Thought**

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan.

4 credits

*James Hubbard*

T Th 10:30-11:50 a.m.

**273j Colloquium in East Asian Religions**

Topic for 1993-94: Japanese Buddhism. The development of Buddhist doctrine, ritual and institution in relation to the state, from its earliest inception to the present day and the diffusion of Buddhist values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.)

4 credits

*James Hubbard*

M T W Th 2-5 p.m., occasional films in the evening, January 3-21, 1994

**[274b Japanese Buddhism and Buddhist Art]**

In covering the major historical developments of Japanese Buddhism and its related arts, specific translations of Buddhist texts, writings by eminent Japanese Buddhists; and the analysis of the architecture, sculpture and paintings of the Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land and Zen sects will be studied. Emphasis is on the interrelationships between the religion and art.

4 credits

**275a Introduction to Islam**

The Islamic religious tradition from its beginnings in Seventh century Arabia through the present day. Particular emphasis on the formative period (A.D. 600-1000) and the ways in which both Muslims and western scholars have sought to interpret it. Individual components of the tradition treated in historical context, including Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, theology and philosophy. Attention given also to classical Islamic culture and civilization and the movements of revival and revolution which have appeared in modern times.

4 credits

*Keith Lewinstein*

T Th 1-2:20 p.m.

**276b Native American Religion**

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle rituals; pilgrimage; myth, symbol and oral tradition; women's roles; healing practices; new religious movements; parallels with other world religions; and the contemporary situation. Enrollment limited to 30.

4 credits

*Philip Zaleski*

T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.

**300-Level Courses**

Prerequisites as specified.

**311b Seminar: Issues in Biblical Interpretation**

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the

Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in the liberation theologies and other movements. Prerequisite: either 210, 220, or permission of the instructor.

4 credits

*Bruce Dahlberg*

Th 1–2:50 p.m.

### [312b Archaeology in Biblical Studies]

Archaeology as a research tool of the historian and biblical scholar. Methods of excavation, evaluation and dating of artifacts. Illustrated lectures, discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion. Prerequisite: either 210, 220, ARC 211, or permission of the instructor.

4 credits

### [320b Seminar: New Testament]

The theology of Paul: an examination of the apostle's ideas and beliefs in light of his life and travels as narrated in his letters, the Acts of the Apostles and other Apocryphal documents. Prerequisite: 220 or permission of the instructor.

4 credits

*Karl Donfried*

Th 7:30–9:30 p.m.

### [333a Seminar: Theological Tendencies in Early Christianity]

Prerequisite: Either 220, 225, 230, CLS 232, or permission of the instructor. To be offered in 1994–95.

4 credits

### [334b Colloquium: Jewish-Christian Relations]

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation and encounter.

4 credits

### [335a Seminar: Problems in the History of Judaism]

Prerequisite: at least one Religion course on Judaism or Christianity; or one course in Jewish Studies, Philosophy, or European history; or permission of the instructor. To be offered in 1994–95.

4 credits

### [340a Seminar: Topics in Christian Thought and Practice]

Topic: The Earth in Theological Perspective. Ecology in contemporary religious thought. Theories of the maternal earth, the emergent goddess, the cosmic Christ. The new human image. Spiritualization of matter and incarnation of spirit. Human interrelatedness and the eco-system. Readings in Pierre Teilhard de Chardin; Sallie McFague, Thomas Berry.

4 credits

### [353a Seminar: Medical Ethics]

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. To be offered in 1994–95.

4 credits

*Thomas Derr*

### [354b Seminar: Business Ethics]

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. To be offered in 1994–95.

4 credits

*Thomas Derr*

### 360a Seminar: Problems in Philosophy of Religion

Topic for 1993–94: Religious Experience. What is "religious experience" and why has it become so problematic for philosophy and theology? Examines the history of the concept of religious experience, the efforts of James, Schleiermacher and Otto to defend the validity of religious experience, religious objections to religious experience and constructivist vs. perennialist theories of mystical experience. Prerequisite: 263a or permission of the instructor.

4 credits

*Carol Zaleski*

T 1–2:50 p.m.

### 370b Seminar: South Asian Religious Literature in Translation

The values, world views and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies,

dramas, folktales, biographies, discourses, commentaries and legal and ethical codes. Prerequisites: 105a and one of the following courses: 270a, 270b, 271a, or the equivalent. 4 credits

*Dennis Hudson*

M 7:30-9:30 p.m.

### **371a Seminar: Problems in Buddhist Philosophy**

Topic for 1993-94: Hua-yen Thought in the Kyoto School of Philosophy. Prerequisite: 270a or 271a or permission of the instructor. 4 credits

*Taitetsu Unno*

Th 3-4:50 p.m.

### **373a Colloquium: Religion and Theatre in Southeast Asia**

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the Mahabharata, Ramayana and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required (E). 4 credits

*Dennis Hudson, John Hellweg (Theatre)*

M W F 2:40-4 p.m.

### **[375b Modern Islamic Thought]**

Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. Recommended background: either HST 207, 208, REL 105, 275 or the equivalent. 4 credits

### **388a Special Seminar on Biblical Literature**

This seminar will consider the textual history of the Bible, using selections from 1 and 2 Samuel as study samples. The course is open to undergraduate and graduate students, the prerequisite being an elementary reading

knowledge of Hebrew. Textbook: the Hebrew Bible, preferably in a Hebrew-English edition and the Revised Standard Version of the Bible in English. To be offered once only. (E)

4 credits

*Kamal Salibi (Fulbright Scholar, American University of Beirut)*

M 7:30-9:30 p.m.

### **[390b Seminar: Religious Language]**

An examination of the current debate about God-language as used in the Bible and Western religious tradition. Attention will be given to selected biblical texts, philosophical discussions of the cognitive status of religious language, recent theoretical interpretations of the mythic and symbolic dimensions of religious discourse, as well as contemporary feminist critiques. Prerequisite: one of the following courses: 210, 220, 260, 263, 269, or permission of the instructors. (E) 4 credits

### **404a Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

## **Language Courses**

Credit is not granted for the first semester only of an introductory language course.

### **100d Classical Hebrew**

Introduction to the Hebrew language. Fundamentals of Hebrew grammar. Readings from the Hebrew Bible.

8 credits

*Lois Dubin*

T Th 1-2:20 p.m.

### **[ARA 100d Elementary Arabic]**

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard



Arabic language; reading, writing and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; computer program will be available for use.  
8 credits

### [ARA 283a Intermediate Arabic I]

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E). See Five College Course Offerings for Arabic courses offered during 1993-94.  
4 credits

### [ARA 284b Intermediate Arabic II]

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E). See Five College Course Offerings for Arabic courses offered during 1993-94.  
4 credits

### 285b Hebrew Religious Texts

Readings with discussion of Hebrew religious texts from different periods. Selections drawn from genres such as rabbinic literature, liturgy, poetry, philosophy and mysticism. Works by Maimonides and Judah Ha-Levi among others. Open to students who have taken either Religion 100d or elementary modern Hebrew, or with permission of the instructor.

4 credits  
*Lois Dubin*  
T Th 9-10:20 a.m.

### 287b Greek Religious Texts

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent.

4 credits  
*Karl Donfried*  
M W 1:10-2:30 p.m.

### [382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin]

Prerequisite: one of the following (or the equivalent): GRK 110d, LAT 100d, or REL 100d. Admission by permission of the instructor. To be offered in 1994-95.  
4 credits

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the Classics Department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

## The Major

**Advisers:** Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, James Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

**Adviser for Off-Campus Study:** Dennis Hudson.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: [240], [250], 260, 263
  - c. non-monotheistic traditions: 270, 271
  - d. monotheistic traditions: 230, 231, [232], 235, 256, 275
3. Every major must take at least one seminar in the department.
4. Courses counting toward the major may not be taken S/U.

## The Minor

**Advisers:** Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, James Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

Requirements: five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: 101, [240], [250], 260, 263
  - c. non-monotheistic traditions: 270, 271
  - d. monotheistic traditions: 230, 231, [232], 235, 236, 275
3. Courses counting toward the minor may not be taken S/U.

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

## Honors

**Director:** Carol Zaleski.

### **430d Thesis**

8 credits

### **431a Thesis**

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

## Graduate

**Adviser:** Bruce Dahlberg.

### **580a Advanced Studies**

4 credits

### **580b Advanced Studies**

4 credits

### **590a Research and Thesis**

4 or 8 credits

### **590b Research and Thesis**

4 or 8 credits

### **590d Research and Thesis**

8 credits

# Russian Language and Literature

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## Professor

Maria Nĕmcová Banerjee, Ph.D.

## Lecturer

Catherine Woronzoff-Dashkoff, A.B.

## Associate Professors

Igor Zelljadt, M.A., *Chair*

Alexander Woronzoff-Dashkoff, Ph.D.

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## Language

Credit is not granted for the first semester only of an introductory language course.

### 00d Elementary Russian

Four class hours and laboratory.  
8 credits

*Catherine Woronzoff-Dashkoff*  
M W F 1:10-2:30 p.m.

### 110d Intensive Russian

Seven class hours and laboratory.  
12 credits

*Igor Zelljadt*  
M W F 11 a.m.-12:10 p.m., T Th 10:30-11:50 a.m.

### 220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent.  
8 credits

*Alexander Woronzoff-Dashkoff*  
M W F 11 a.m.-12:10 p.m.

### 331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor.  
4 credits

*Catherine Woronzoff-Dashkoff*  
M W F 2:40-4 p.m.

### 332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a.

4 credits  
*Catherine Woronzoff-Dashkoff*  
M W F 2:40-4 p.m.

### 338a Studies in Language and Literature

Advanced study of a major Russian literary text, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 331b or permission of the instructor.  
4 credits

*Igor Zelljadt*  
Th 7:30-9:30 p.m.

### [338b Studies in Language and Literature]

Advanced study of selected literary texts, and the viewing of films, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.  
4 credits

## Literature

### 126a Readings in 19th-Century Russian Literature

Topic for 1993-94: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the



underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. 4 credits

*Alexander Woronzoff-Dashkoff*

M W F 9-9:50 a.m.

### **126b Readings in Twentieth-Century Russian Literature**

Topic for 1993-94: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. 4 credits

*Alexander Woronzoff-Dashkoff*

M W F 9-9:50 a.m.

### **[235a Tolstoy]**

In translation.

4 credits

### **235b Dostoevsky**

In translation.

4 credits

*Maria Banerjee*

T Th 9-10:20 a.m.

### **[236b Russian Drama]**

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov and some recent works. In translation.

4 credits

### **[237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*]**

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In translation.

4 credits

### **239a Major Russian Writers**

Turgenev and the Novel of Ideas. This course will focus on Turgenev's major fiction and the question of the representation of ideas in the novel. It will include the critical

and ideological debates of the 1840's and 1860's, such as serfdom, the question of women in society, the conflict of generations, etc. (E)

4 credits

*Maria Banerjee*

T Th 9-10:20 a.m.

### **[333a Literature of the 20th Century]**

Topic: 20th-Century Russian Lyric Poetry. Study of works by Marina Tsvetaeva, Boris Pasternak, Yunna Moric and others. In Russian. Prerequisites: 331a and b, or the equivalent, or permission of the instructor. 4 credits

### **[334b Literature of the 20th Century]**

A continuation of 333a. Prerequisite: 333a or the equivalent, or permission of the instructor. 4 credits

### **[340a Seminar: Russian Thought]**

Topic: The Question of Russian Identity: Slavophiles and Westernizers. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. 4 credits

### **346b Seminar: Pushkin and His Age**

Conducted in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor.

4 credits

*Alexander Woronzoff-Dashkoff*

M 7:30-9:30 p.m.

### **404a Special Studies**

By permission of the department, for majors who have had four semester courses above the introductory level.

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

By permission of the department, for majors who have had four semester courses above the introductory level.

8 credits

## **The Majors**

**Adviser for Study Abroad:** Alexander Woronzoff-Dashkoff.

## Russian Literature

**Advisers:** Members of the Department.

Basis: 220d, 126a or 126b.

Six required courses: 331a and 332b; [HST 239a] and HST 240a; two of the following: [235a], 235b, [236b], [237a], 239a.

Strongly recommended: [333a], [334b], 338a, [338b].

One required seminar: [340a] or 346b.

## Russian Civilization

**Advisers:** Members of the Department.

Basis: 220d, [HST 239a] and HST 240a.

Five required courses: 331a and 332b; two of the following: 126a, 126b, [235a], 235b, [236b], [237a], 239a, one of the following: GOV 222a, ECO 209a.

Strongly recommended: [333a], [334b], 338a, [338b].

One required seminar: [GOV 325a] or [340a] or 346b.

## Honors

**Director:** Maria Banerjee.

### 431a Thesis

8 credits

## Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

## Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

# Science Courses for Beginning Students

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Courses at the introductory or intermediate level that do not count toward the major are numbered 100-109 and 200-209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester). Chemistry and Physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between CHM 111a or CHM 115a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a A Survey of the Universe  
AST 111b Introduction to Astronomy

BIO 100b	Microbiology
BIO 104b	Human Biology
BIO 105b	"Animals Without Backbones": Invertebrates and Human Society
BIO 111a	Introduction to Biology
BIO 200d	Horticulture

BIO 201d	Horticulture Laboratory
BIO 206a	Conservation of Natural Resources
[BIO 208a	Women's Medical Issues]
CHM 100b	The World Around Us
CHM 111a	Chemistry I: General Chemistry
CHM 115a	Chemistry I: General Chemistry
CSC 101a or b	Computer Literacy
CSC 111a or b	Computer Science I
GEO 105a	Natural Disasters: Understanding and Coping
[GEO 106a	Landscapes of North America]
GEO 108b	Oceanography
GEO 109b	The Environment
GEO 111a or b	Introduction to Earth History
PHY 106a	The Cosmic Onion: From Quantum World to the Universe
PHY 107b	Musical Sound
PHY 115a	General Physics
PSY 111a or b	Introduction to Psychology



# Sociology

## Professors

Peter Isaac Rose, Ph.D.

\*Myron Peretz Glazer, Ph.D.

## William Allan Neilson Professor

Roy S. Bryce-Laporte

## Associate Professors

Patricia Y. Miller, Ph.D., *Chair*

Richard Fantasia, Ph.D.

## Assistant Professor

Nancy Whittier, Ph.D.

<sup>2</sup>Ali Mirsepassi (Assistant Professor of

Sociology at Hampshire College under the Five College Program)

## Lecturer

Gretchen Stiers, M.A.

## Mendenhall Fellow

Orville Lee, III

## Research Associate

Kathleen Weigand

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

## 101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include community, class, ethnicity, family, sex roles and deviance. Colloquium format meeting.

*Patricia Miller, Director*

4 credits

First semester:

Section A: M W 1:10-2:30 p.m., *Patricia Miller*;

Section B: M W 2:40-4 p.m., *Patricia Miller*;

Section C: T Th 9-10:20 a.m., *Gretchen Stiers*;

Section D: T Th 10:30-11:50 a.m., *Richard Fantasia*;

Section E: T Th 1-2:50 p.m., *Myron Glazer*;

Section F: T Th 3-4:50 p.m., *Richard Fantasia*.

## 101b Introduction to Sociology

A repetition of 101a.

*Patricia Miller, Director*

4 credits

Section A: M W 1:10-2:30 p.m., *Nancy Whittier*;

Section B: M W 2:40-4 p.m., *Nancy Whittier*;

Section C: T Th 9-10:20 a.m., *To be announced*.

## 201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence.

4 credits

*Nancy Whittier*

T Th 3-4:50 p.m., additional hours to be arranged

## 202b Methods of Social Research

An introduction to the logic and methods of quantitative research and a practicum designed to develop skill in survey design and techniques. Prerequisite: 201.

4 credits

*Patricia Miller*

T Th 1-2:50 p.m., additional hours to be arranged

**203b Qualitative Methods**

An introduction to qualitative research methods and a practicum in the collection of ethnographic data. Fieldwork and participant-observation. Prerequisite: 201.

4 credits

*Richard Fantasia*

W 1:10-4 p.m.

**210a Deviant Behavior**

An exploration of theories of deviance, research studies and literature aimed at understanding mental illness, drug abuse, rape, white collar crime, governmental deviance, homosexuality and rebellion.

4 credits

*Patricia Miller*

T Th 1-2:50 p.m.

**211a Ethical Issues in Social Organizations**

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries.

4 credits

*Myron Glazer*

T Th 10:30-11:50 a.m.

**212a Class and Society**

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in systems of social stratification.

4 credits

*Richard Fantasia*

M W 1:10-2:30 p.m.

**213b Ethnic Minorities in America**

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures.

4 credits

*Peter Rose*

M W F 11 a.m.-12:10 p.m.

**[216b Social Work and Public Policy]**

An examination of social work and other helping professions. Reciprocal roles, expectations and behavior of professionals and clients. Fieldwork in local agencies and insti-

tutions. Parallel readings. Enrollment limited to 20 juniors and seniors.

4 credits

**[218a Urban Sociology]**

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships; urban poverty and homelessness; and strategies for urban revitalization.

4 credits

**219b Medical Sociology**

An examination of the social contexts of health, illness and medical care. Topics include social, environmental and occupational factors in health and disease; the health professions; doctor-patient relationships; structure and processes of health care organizations; health care and social change. Special attention to the position of women and minorities.

4 credits

*Gretchen Stiers*

T Th 9-10:20 a.m.

**224a Family and Society**

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the roles of mothers, wives and children in the family, and to the social significance of romantic love in marriage and the family.

4 credits

*Gretchen Stiers*

M W 11 a.m.-12:10 p.m.

**229a Sex and Gender in American Society**

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction and in a number of institutional contexts, including the economy, politics and the family.

4 credits

*Nancy Whittier*

T Th 9-10:20 a.m.

**AMS 230a The Asian American Experience****235b Sociology and Islamic Cultures**

This course is designed to introduce students to social theories of religion and to make a

critical examination of the relevance of these theories to understanding of Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Parsons, Berger, Geertz, Gellner, Bellah, Habermas) sociological theories will be considered. The relationship between Islam and modernity, the link between modern class formation and secular ideologies and the evolution of civil society in the Middle East will be examined.

4 credits

*Ali Mirsepassi*

T Th 10:30-11:50 a.m.

### **250a Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and Freud, with emphasis on their theories of the development, structure and consequences of capitalism and modern industrial societies. Open to seniors, juniors and sophomores.

4 credits

*To be announced*

M W 1:10-2:30 p.m.

### **310a Seminar: The Sociology of Courageous Behavior**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include women's involvement in the anti-Apartheid struggle in South Africa, the overthrow of the Communist government in Czechoslovakia, resistance during the European Holocaust, the battle over admitting students with AIDS into the public schools. Admission by permission of the instructor.

4 credits

*Myron Glazer*

W 1:10-4 p.m.

### **[311b Seminar: Contemporary Sociological Theory]**

Theories of contemporary society and social change with special consideration of the works of A. Hochschild, P. Rieff, C. Lasch, D. Bell, R. Collins, R. Sennett, A. Swidler and D. Riesman. Prerequisite: 250a. Admission by permission of the instructor.

4 credits

### **316b Seminar: Protest, Rebellion and Collective Action**

Examination of historical and contemporary expressions of protest, rebellion and collec-

tive action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various cultural, social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests and collective actions in the civil rights struggle. Admission by permission of the instructor.

4 credits

*Richard Fantasia*

T 3-4:50 p.m.

### **323b Seminar: Gender and Social Change**

This course examines theory and research on the construction of and change in gender categories in the United States. Particular attention will be paid to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks will be drawn from feminist theory and social movement theory. Readings will examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender and the growth of a politics of identity. Case studies of social movements will include feminist, lesbian and gay, right-wing, self help, men's anti-abortion and pro-choice movements. (E)

4 credits

*Nancy Whittier*

Th 1-2:50 p.m.

### **PPL 353a Seminar: America's People**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, immigration laws, mutual assistance and legal aid. Demographic and ethnography of particular ethnic groups. Topic for 1993-94: Natives and New-comers. Admission by permission of the instructor.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.



## General Courses

### 404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major in Sociology

**Advisers:** Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Nancy Whittier.

**Adviser for Study Abroad:** Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields and one seminar at Smith during the senior year—either 310, 311, 313, 316. Majors are strongly urged to take 201 and 250 in their sophomore or junior year.

## The Major in Sociology and Anthropology

**Advisers:** Arturo Escobar, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Patricia Miller, Peter Rose, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Sociology

**Advisers:** Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

## Honors

**Director:** Richard Fantasia.

Basis: same as for the major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level and SOC 311 during the senior year;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

## Graduate

### 580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.  
4 credits

### 580b Special Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

4 or 8 credits

# Spanish and Portuguese

## Professors

Erna Berndt Kelley, Ph.D.  
 Alice Rodrigues Clemente, Ph.D. (Spanish  
 and Portuguese and Comparative  
 Literature)

## Associate Professors

Charles Cutler, Ph.D., *Chair*  
 Nancy Saporta Sternbach, Ph.D.

## Assistant Professors

Marina Kaplan, Ph.D. (Spanish and  
 Portuguese and Latin American Studies)  
 Angeles J. Placer, Ph.D.  
 Maria Estela Harretche, Ph.D.

## Instructor

Reyes Lázaro, M.A.

## Lecturer

Nicomedes Suárez Araúz, Ph.D.

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

## Portuguese Language

Credit is not granted for the first semester only of the year-long language course.

### POR 100d Elementary Portuguese

A one-year nonintensive elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde.

8 credits

*Charles Cutler*

M W 11 a.m.-12:10 p.m.

### POR 120a Intermediate Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary), films and music from Brazil, Portugal and Portuguese-speaking Africa. Prerequisite: 100d or permission of the instructor.

4 credits

*Charles Cutler*

M W F 9-9:50 a.m.

### [POR 210a Literature and Culture in the Portuguese-Speaking World: Modern Brazilian Poetry]

A study of the main trends and figures in Brazilian poetry of the 20th century. Consideration will be given to the place of poetry in the debate concerning Brazilian national identity from the Modernist movement of the 1920s to the Quilombhoje (African-Brazilian cultural revival) and the Amazonian survival movements of today. Also to be explored are the ties between poetry and other art forms: painting, the graphic arts, the Cinema Novo and popular music, particularly Bossa Nova and the Tropicália song. To be offered in 1994-95.

4 credits

### POR 220b Literary Currents in the Portuguese-Speaking World

A study of major literary figures on the modern period from Brazil, Portugal and Lusophone Africa. Conducted in Portuguese. Prerequisite: POR 100d or its equivalent.

4 credits

*Charles Cutler*

M W F 10-10:50 a.m.

## Spanish Language

Credit is not granted for the first semester only of year-long language courses.

### SPN 100d Elementary Spanish

8 credits

Sec. A: *Reyes Lázaro*, M W F 9-9:50 a.m., Th 8-8:50 a.m.

Sec. B: *Erna Berndt Kelley* (first semester), *Alice Rodrigues Clemente* (second semester), M W F 10-10:50 a.m., Th 4-4:50 p.m.

Sec. C: *Maria Estela Harretche*, M W F 11 a.m.-12:10 p.m.

Sec. D: *Nicomedes Suárez Araúz*, M W F 1:10-2:30 p.m.

### SPN 110d Intensive Spanish

12 credits

*Nancy Saporta Sternbach*

Six class hours as follows: M W F 9-9:50 a.m., Th 8-8:50 a.m.; T Th 9-10:20 a.m.

### SPN 120d Intermediate Spanish

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 100d.

8 credits

Sec. A: *Nicomedes Suárez Araúz*, M W F 11 a.m.-12:10 p.m.

Sec. B: *Angeles Placer*, M W F 9-9:50 a.m., Th 8-8:50 a.m.

Sec. C: *Nicomedes Suárez Araúz* (first semester), *Maria Estela Harretche* (second semester), M W F 2:40-4 p.m.

### SPN 150a Grammar, Composition and Reading

Review of Spanish grammar with emphasis on specific problem areas in structure and syntax. Readings include Spanish and Latin American short stories and plays.

4 credits

*Reyes Lázaro*

M W F 11 a.m.-12:10 p.m.

### SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

Sec. A: *Maria Estela Harretche*, M W F 9-9:50 a.m.

Sec. B: *Nancy Saporta Sternbach*, M W F 10-10:50 a.m.

### SPN 222b Advanced Composition

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish.

4 credits

*Reyes Lázaro*

M W F 11 a.m.-12:10 p.m.

## Spanish Literature

### SPN 250a Literary Currents in Spain I

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1:10-2:30 p.m.

### SPN 251b Literary Currents in Spain II

Literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1:10-2:30 p.m.

## Latin American Literature

### SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Marina Kaplan*

T Th 3-4:50 p.m.

### SLL 261b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and



social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs and the Latin American adaptation of European models. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Marina Kaplan*

T Th 3-4:50 p.m.

### [SLL 265b Topics in Latin American Literature]

4 credits

### CLT 268b Latina and Latin American Women Writers

This course explores women's writings in Spanish America from the 17th Century to the present and the resonances they may have for U.S. Latina writers. Special attention is given to the relationship between the two groups: obstacles, tradition, innovation, language (bilingualism), potential readership, cultural and sexual identity, solidarity with one another. Writers include Sor Juana Ines de la Cruz, Maria Luisa Bombal, Rosario Ferre, Elena Poniatowska, Cherrie Moraga, Gloria Anzaldua, Lorna Dee Cervantes, Sandra Cisneros and Ana Castillo. Reading knowledge of Spanish is useful but is not required.

4 credits

*Nancy Saporta Sternbach*

M W F 11 a.m.-12:10 p.m.

## Upper Division Courses in Spanish Literature

The prerequisites for the following Spanish courses are 250a or 251b, or permission of the instructor.

### The Formative Period

#### SPN 330b The Epic Tradition: Poems, Chronicles and Ballads

A study of the continuity of Spanish epic themes from the Cantares de gesta to the Romancero.

4 credits

*Maria Estela Harretche*

T Th 3-4:50 p.m.

#### [SPN 331a The Structure of the Spanish Middle Ages in Literature]

The legacy of the Moorish, Jewish and Christian traditions.

4 credits

#### [SPN 332a *El Libro de buen amor* and *La Celestina*]

Study of medieval and pre-Renaissance themes.

4 credits

### The Imperial Period

#### SPN 340a Cervantes: The Birth of the Modern Novel

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic background of Cervantes' literary creation.

4 credits

*Erna Berndt Kelley*

T Th 3-4:50 p.m.

#### [SPN 344b Ideological Framework of the Imperial Age]

An analysis of the main currents of thought in 16th-century Spain and their influence on life and literature against the background of the Spanish Inquisition.

4 credits

#### [SPN 345b Renaissance and Baroque Prose]

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels and works by Lope de Vega, Quevedo, Maria Zayas and Vélez de Guevara.

4 credits

#### [SPN 347b Golden Age Drama]

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón. The theatre in relation to literary, social and religious thought.

4 credits

#### CLT 350a Poetic Sequences East and West

A study of poetic sequences in Europe and Japan in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's

*Poeta en Nueva York*, T.S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu*, and renga and haikai sequences by Shikei, Basho and others. All texts available in English translation.

4 credits

Alice Rodriguez Clemente

T Th 1:10-2:50 p.m.

## The Modern Period

### [SPN 360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism]

A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and political developments and ideological conflicts.

4 credits

### [SPN 362b Galdós]

A study of the conflict between the individual and society in late 19th-century Spain through the novels of Benito Pérez Galdós. Readings include: *La Desheredada*, *El amigo Manso*, *Fortunata y Jacinta*.

4 credits

### SPN 363a Contemporary Women Novelists of Spain

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets and Montero.

4 credits

Reyes Lázaro

M W F 2:40-4 p.m.

### [SPN 364b Tradition and Dissent: The Generation of '98]

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán and Azorín.

4 credits

### [SPN 365a Spanish Post-War Novel]

Examination and discussion of the psychological, political and sociological aftermath of the Spanish Civil War through the characters and narrative styles of such novelists as Camilo José Cela, Juan Goytisolo, Luis Martín-Santos and Juan Benet.

4 credits

### [SPN 366b The Heritage of Modernism: 20th-Century Spanish Poetry]

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War and Franco's dictatorial regime.

4 credits

## Upper Division Courses in Latin American Literature

A study of Latin American literature through one of four focuses: genre, region, themes, or literary movements. In all four, emphasis will be placed on such issues as changing political, social and regional contexts; race, gender and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

### LAS 301a Seminar: Topics in Latin American Studies

Topic for 1993-94: Culture and Society in the Andes. This seminar will examine Andean peoples' unique contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings will examine some of the following subjects: Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; Andean concepts of sexual complementarity and Spanish patriarchy; migration, urbanization and modernity; the

Left, identity politics and Sendero Luminoso. Permission of the instructor is required.  
4 credits  
*Ann Zulawski*  
W 1–2:50 p.m.

### **SLL 370b Literary Genres in Spanish America**

Topic for 1993–94: The Short Story in Hispanic America. Some of the best examples of 20th-Century short stories. Authors, both male and female, may include: Arreola, Ribeyro, Sommers, Castellanos, Garro, Peri Rossi, Borges, Cortázar, or others. We will discuss the individual authors, contrast styles and interests, and learn some critical terminology for literary analysis.  
4 credits

*Marina Kaplan*  
T Th 1–2:20 p.m.

### **SLL 371a Latin American Literature Within a Regional Context**

Topic for 1993–94: A Tale of Two Cities: Puerto Ricans. The quest for national sovereignty and cultural identity. We will read authors such as Antonio S. Pedreira, Tomás Blanco, Palés Matos, Julia de Burgos, A. Díaz Alfaro, Magali García Ramis and others whose literature forged the discourse of cultural resistance after the North American occupation in 1898. Examining the phenomenon of migration, we will also view how that discourse has been articulated in Puerto Rican authors from the U.S. We will bring into focus other expressions of cultural resistance as well, such as music and painting.  
4 credits

*Angeles Placer*  
T Th 1–2:30 p.m.

### **[SLL 372a Themes in Latin American Literature]**

4 credits

### **[SLL 373b Literary Movements in Spanish America]**

4 credits

### **SPP 404a Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.  
4 credits

### **SPP 404b Special Studies in Peninsular and Latin American Literatures**

4 credits

### **SPP 424a Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 credits

### **SPP 424b Special Studies in Language Teaching**

4 credits

## **The Majors**

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

**Adviser for the Spanish Major:** Reyes Lázaro.

**Adviser for the Latin American Literature Major:** Nancy Saporta Sternbach.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

The courses that are the basis for the majors are normally to be taken at Smith College.

## **Spanish**

Basis: SPN 250a and SPN 251b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College. Students are urged to take at least one course in Latin American Literature.



## Latin American Literature

Basis: SLL 260a and SLL 261b.

Requirements: three courses from the following: SLL 370, 371, [372], [373], 404; one course related to Brazil; and three additional courses in the department, such as SPN 220, [SLL 265], CLT 268 and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

## Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as anthropology, economics, government and history.

## Luso-Brazilian Studies

Basis: HST 260a and 263b.

Requirements: two of the following: POR 220, [SLL 265]; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minors

**Advisers:** Same as listed for the majors.

## Spanish Literature

Requirements: five courses in Spanish literature. These must include SPN 250a and 251b, and two courses at the 300 level.

## Latin American Literature

Requirements: five courses in Latin American literature. These must include SLL 260a and 261b, and two courses at the 300 level.

## Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

## Luso-Brazilian Studies

Requirements: six courses dealing with the Portuguese-speaking world to be selected from anthropology, art, dance, economics, government, history, or literature. These must include HST 260 and 261 and two courses selected from the following: POR 220, [SLL 265] and one 300-level course.

## Honors

**Director for Spanish Literature:** Alice Rodrigues Clemente.

**Director for Latin American Literature:** Nancy Saporta Sternbach.

### 431a Thesis

8 credits

## Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

## Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

# Theatre

## Professor

"Leonard Berkman, D.F.A.

## Associate Professors

John D. Hellweg, Ph.D.

Catherine H. Smith, M.F.A., *Chair (second semester)*

"Deborah Lubar, M.F.A., *Chair (first semester)*

## Assistant Professors

Andrea Hairston, M.A.

Ellen Kaplan, M.F.A.

Susan Clark, Ph.D.

Nancy Schertler, B.A.

Phillip Baldwin, M.F.A.

## Lecturer

<sup>2</sup>Shelley Wyant

### 100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15.

4 credits

*Catherine Smith*

M W F 10-10:50 a.m., M 2:40-4 p.m. at the option of the instructor

### [100b The Art of Theatre Design]

A repetition of 100a. To be offered in 1994-95.  
4 credits

### 198a Theatre and Society: Prehistory to the Renaissance

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the birth of theatre in ritual, to religious theatre in Japan and Europe, through the popular theatre of the Renaissance. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed through

playwriting, performance and presentation. The course will serve as a foundation for the study of contemporary multicultural drama. Attendance will be required at selected performances. Each section limited to 30.

4 credits

*Susan Clark*

Sec: A: M W 1:10-2:30 p.m.; B: T Th 9-10:20 p.m.

### 199b Theatre and Society: Renaissance to the Birth of Modern Drama

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the entertainments of the Renaissance, to romanticism and the birth of melodrama, through the beginnings of realism in the theatre. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed through playwriting, performance and presentation. The course will serve as a foundation for the study of contemporary multicultural drama. Attendance will be required at selected performances.

4 credits

*Susan Clark*

T Th 9-10:20 a.m.

## History, Literature, Criticism

### 211b European Drama: From *Commedia* to Chekhov

Exploration of innovation and change in the European theatre from the Renaissance to the early twentieth century. Representative work from 1513 to 1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts.

4 credits

*John Hellweg*

T Th 1-2:50 p.m.

### 213b American Theatre and Drama

A survey extending from America's early struggle to develop a national voice in drama and popular entertainment to the current proliferation of many voices under the American banner. The course will explore the representation of Native Americans, women, African Americans, Hispanics and homosexuals in the drama of the nation. Some playwrights who will be studied include Miller, Hwang, O'Neill, Fomes, Wilson, Valdez, Neihardt, Childress, Hurston, Kopit, Shange, Treadwell, Glaspell, Chambers and Fierstein. In addition to writers, the work of designers, managers and directors who helped to shape the "melting pot" of American drama will be examined.

4 credits

*Susan Clark*

T Th 1-2:30 p.m.

### 214a Black Theatre

A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers and theatres of the 1950s to the 1980s. The special focus on black theatre in the United States makes this course integral with Afro-American Studies offerings.

4 credits

*Andrea Hairston*

T Th 10:30-11:50 a.m.

### 217a Modern European Drama

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

4 credits

*Leonard Berkman*

T Th 9-10:20 a.m.

### [218b Modern European Drama]

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. To be offered in 1994-95.

4 credits

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

### 300a Women in Theatre

An exploration of women who have shaped the contemporary theatre either directly or historically. The course will examine plays written by women, ranging from the Middle Ages to the 1990s, as well as study the careers and accomplishments of women directors, managers and performers. Struggles over issues of equality, sexuality, class, ethnicity and politics will provide the cultural background for discussions. Particular productions will be highlighted "defining moments" in the history of women in the theatre. Among the women to be studied: Hroswitha, Behn, Vestris, Mowatt, Cushman, Duncan, Duse, Bernhardt, Churchill, Glaspell, Terry, Shange, Mann, Akalaitis and Hughes. Permission of the instructor is required.

4 credits

*Susan Clark*

M W 10 a.m.-12:10 p.m.

### [313a Masters and Movements in Drama]

Topic: Griselda Gambaro and Contemporary Latina/Latino Drama of the Americas. This



course will explore the collective consciousness of oppression, displacement, identity-quest and the politics of imagination in the work of such disparate dramatists of South, Central and North America as Gambaro, Vargas Llosa, Fomes, Puig, Garro, Athayde, Sanchez-Scott, Alegria, Dorfman, Aloma, Piñero, Carballido, Moraga, Boal, Talesnik, Rivera, Fuentes, Suassuna, Hernández, Alvarez, Gomes, Machado, Skármeta and others. Readings will be in English or English translation. Permission of the instructor is required. Enrollment limited to 20.  
4 credits

### **314b Masters and Movements in Drama**

Topic for 1993-94: Creating Performance Texts. The topic explores performance as it exists apart from scripted "plays," by examining and creating non-scripted presentations. A basic grounding in performance theory is followed by group projects in which students initiate, develop and present performer-generated events. The class raises questions about the nature of performance and the multiple expressions of performance in history and across cultures. We will discuss the origins, aesthetics and socio-political function of performance, as well as the intersection of theatre and visual arts (performance art and mixed media presentations). Students develop a performance work or installation as the final project. Permission of the instructor is required. Enrollment limited to 16.  
4 credits

*Ellen Kaplan*

T Th 1-2:50 p.m.

### **315b Colloquium: African and Caribbean Theatre**

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimée Césaire, Derek Wallcott, Efova Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20.  
4 credits

*Andrea Hairston*

T Th 10:30-11:50 a.m.

### **316a Contemporary Canadian Drama**

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois and Margaret Hollingsworth.

4 credits

*Leonard Berkman*

T Th 10:30-11:50 a.m.

### **[317a Movements in Design]**

4 credits

### **[318b Movements in Design]**

4 credits

### **REL 373a Colloquium: Religion and Theatre in Southeast Asia**

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the dalang, masked dance performances, stupas, temples and indigenous assimilations of the Mahabharata, Ramayana and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required. (E).

4 credits

*John Hellweg, Dennis Hudson (Religion)*

M W F 2:40-4 p.m.

## **Theory and Performance**

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

### **141a Acting I**

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of

expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required.

4 credits

Section A: M W 10 a.m.-noon, *To be announced*

Section B: T Th 1-2:50 p.m., *Ellen Kaplan*

### 141b Acting I

A repetition of 141a. Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required.

4 credits

Section A: M W 10 a.m.-noon, *To be announced*

Section B: T Th 1-2:50 p.m., *To be announced*

### [151a Stagecraft]

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. L and P. Enrollment limited to 25.

4 credits

### 151b Stagecraft

A repetition of 151a. Enrollment limited to 25.

4 credits

*Phillip Baldwin*

T Th 1-2:50 p.m.

### 200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester.

There will be one general meeting on Friday, September 10, at 1:10 p.m.

1 credit

*Phillip Baldwin, Director*

### 200b Theatre Production

A repetition of 200a. There will be one general meeting on Friday, January 28, 1994, at 1:10 p.m. in the Green Room, Theatre Building.

1 credit

*Phillip Baldwin, Director*

### [242a Acting I]

Concentrated performance work focusing on approaches to characterization, stressing the situational intentions of the character, the action of the dramatized situation and the inherent stylistic demands of the text. Prerequisite: 141a or b. Enrollment limited to 20.

Permission of the instructor is required.

4 credits

### 242b Acting II

A repetition of 242a. Prerequisite: 141a or b. Enrollment limited to 20. Permission of the instructor is required.

4 credits

*To be announced*

To be arranged

### 243b Acting II

Topic for 1993-94: Improvisation. An intensive exploration of specific approaches to improvisation (Authentic Movement, Contact Improvisation, transformational exercises and theatre games) which enhance the agility, resourcefulness and creativity of the performer. Prerequisite: 141a or b, or its equivalent. Enrollment limited to 16. Permission of the instructor is required.

4 credits

*John Hellweg*

M W 1:10-3:40 p.m.

### 252a Scene Design I

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to the theatre experience as a whole, with emphasis on the theory and creative process of design and skills for design communication. L and P. Enrollment limited to 14.

4 credits

*Phillip Baldwin*

M W 1:10-3:30 p.m.; lab to be arranged

### 252b Scene Design I

A repetition of 252a. Enrollment limited to 14.

4 credits

*Phillip Baldwin*

M W 1:10-3:30 p.m.; lab to be arranged

### 253a Lighting Design I

The exploration and application of elements of design (color, texture, intensity, line, composition) as they relate to lighting for theatre and dance. Production work required. L.

4 credits

*Nancy Schertler*

T Th 9-10:20 a.m.; lab to be arranged

**253b Lighting Design I**

A repetition of 253a.

4 credits

*Nancy Schertler*

T Th 9-10:20 a.m.; lab to be arranged

**254a Costume Design I**

The design elements of line, texture, color and gesture and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Enrollment limited to 15.

4 credits

*Catherine Smith*

M W F 1:10-2:30 p.m.

**[254b Costume Design I]**

A repetition of 254a. Enrollment limited to 15.

4 credits

**261a Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required.

4 credits

Section A: *Andrea Hairston*, T 1-3:30 p.m.

Section B: *Leonard Berkman*, Th 1-3:30 p.m.

**261b Writing for the Theatre**

A repetition of 261a.

4 credits

*Andrea Hairston*

T 1-3:30 p.m.

**262a Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

4 credits

Section A: *Andrea Hairston*, T 1-3:30 p.m.

Section B: *Leonard Berkman*, Th 1-3:30 p.m.

**262b Writing for the Theatre**

A repetition of 262a.

4 credits

*Andrea Hairston*

T 1-3:30 p.m.

**[342a Acting III]**

L and P. Enrollment limited to 22.

4 credits

**343b Acting III**

Topic for 1993-94: Voice and the Text.

Through breathing, relaxation, balance and alignment, and physical exploration, we will work to open the vocal instrument and develop responsiveness to inner impulses.

Resonance, range and flexibility will be developed and explored working with texts that will include verse (poems and scenes), dialogue and prose. Prerequisite: 141a or b or its equivalent and permission of the instructor. Enrollment limited to 18.

4 credits

*Ellen Kaplan*

M W 1:10-3:40 p.m.

**344a Directing I**

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8.

4 credits

*John Hellweg*

T Th 9-11:50 a.m.

**344b Directing I**

A repetition of 344a. Permission of the instructor is required. Enrollment limited to 14.

4 credits

*Ellen Kaplan*

M W 10-11:50 a.m.

**345a Directing II**

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course will entail the direction of a one-act play. Prerequisites: 344a or b or its equivalent and permission of the instructor. Enrollment limited to 4.

4 credits

*John Hellweg*

T Th 9-11:50 a.m.

**345b Directing II**

A repetition of 345a. Enrollment limited to 8.

4 credits

*John Hellweg*

T Th 9-11:50 a.m.



**352a Scene Design II**

An advanced study in scene design emphasizing various approaches to research, development, communication and implementation of the design idea. Production work required. L and P.

4 credits

*Phillip Baldwin*

T Th 1-2:50 p.m.

**[352b Scene Design II]**

A repetition of 352a.

4 credits

**353a Lighting Design II**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and in realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P.

4 credits

*Nancy Schertler*

T Th 1-2:50 p.m.; lab to be arranged

**353b Lighting Design II**

A repetition of 353a.

4 credits

*Nancy Schertler*

T Th 1-2:50 p.m.; lab to be arranged

**354b Costume Design II**

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, construction techniques and rendering. Prerequisites: 254a or b and P.

4 credits

*Catherine Smith*

To be arranged

**400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**Dance** (See Dance Department also.)

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Hellweg.

Basis: 198a and 199b.

Requirements: 10 semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: history, literature, criticism.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography, or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or [273]; one additional course in Dance Theory at the 300-level and one additional four credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; dramatic literature in any of the language departments.

## The Minor

**Advisers:** Members of the Department.

Requirements: six courses.

Basis: 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing, or Playwriting; and
- c. Costume, Lighting, or Scene Design.

## Honors

**Director:** Leonard Berkman (Fall 1993), Susan Clark (Spring 1994).

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or

- b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).

4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

## Graduate

**Adviser:** Andrea Hairston.

M.F.A. in Playwriting, please refer to pp. 30-31.

### 512a Advanced Studies in Acting, Speech and Movement

4 credits

*Members of the Department*

### 512b Advanced Studies in Theatre

4 credits

*Members of the Department*

### 513a Advanced Studies in Design

4 credits

#### A. Scene Design

*Phillip Baldwin*

#### B. Lighting Design

*Nancy Schertler*

#### C. Costume Design and Cutting

*Catherine Smith*

#### D. Technical Production

*To be announced*

### 513b Advanced Studies in Design

A repetition of 513a.

4 credits

**515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting**

4 credits

*Members of the Department***515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting**

A repetition of 515a.

4 credits

*Members of the Department***580a Special Studies**

4 credits

*Members of the Department***580b Special Studies**

4 credits

*Members of the Department***590d Research and Thesis Production Project**

8 credits

*Members of the Department***590a Research and Thesis Production Project**

4 credits

*Members of the Department***590b Research and Thesis Production Project**

4 credits

*Members of the Department*



# Third World Development Studies

## Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*

Nola Reinhardt, Associate Professor of Economics, *Co-Director*

Ann Zulawski, Assistant Professor of History and of Latin American Studies

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East. See departmental and program listings for course prerequisites. Five College courses may be included with the consent of the minor adviser.

## Afro-American Studies

[218b History of Southern Africa (1600 to about 1980)]

## Anthropology

- 130a Introduction to Cultural Anthropology
- 130b A repetition of 130a
- 231a Africa: A Continent in Crisis
- [232a Politics in Non-Western Societies]
- [236b Economic Anthropology]
- [237a Native South Americans: Conquest and Development]
- 241b Development Anthropology
- [245b Women and Development]
- 340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
- 341a Seminar: Ritual, Ideology and Power
- [342b Seminar: Topics in Anthropology]
- 343b Seminar: Knowledge and Power: The Encounter Between Western Science and India

## Economics

- 209a Comparative Economic Systems
- 211a Economic Development
- 213b The World Food System
- 214b The Economics of the Middle East and North Africa
- 318b Seminar: Latin American Economics

## Government

- |       |   |       |   |
|-------|---|-------|---|
|       |   | [317a | Topics in Chinese History]  |
|       |   | 340b  | Topics in Russian History:<br>Times of Trouble in Russian<br>and Soviet History |
| 224a  | Governments and Politics of the<br>Middle East and North Africa   |       |   |
| 226a  | Latin American Political Systems  | [361b | Problems in the History of<br>Spanish America and Brazil]                       |
| 227a  | Government and Politics of<br>Sub-Saharan Africa  |       |   |
| 230b  | Government and Politics of<br>China   |       |   |
| 231b  | Government and Plural Societies   |       |   |
| [233b | Problems in Political<br>Development]   |       |   |
| 248b  | The Arab-Israeli Dispute  |       |   |
| 321b  | Seminar: Power and Politics in<br>Africa  | 100a  | Perspectives on Latin America   |
| [322a | Seminar in Comparative<br>Government: Mexican Politics<br>from 1910–Present]                              |       |   |
| 324a  | Seminar in Comparative<br>Government: Gender, Education<br>and Democracy in Latin America                 |       |   |
| [325a | Seminar in Comparative<br>Government]   |       |   |
| [343b | Seminar in International Politics]  |       |   |
| 345a  | Seminar: South Africa in World<br>Politics  |       |   |
| 347b  | Seminar in International Politics:<br>The European Community in<br>the International Political<br>Economy |       |   |
| [348a | Seminar: Conflict and<br>Cooperation in Asia]   |       |   |
| [350a | Seminar: International<br>Development Policy]   |       |   |

## INTERDEPARTMENTAL

### Latin American Studies

## History

- |       |   |
|-------|---|
| 207a  | Islamic Civilization to the 15th<br>Century                         |
| 210b  | Modern India  |
| 211a  | The Emergence of China  |
| 212b  | East Asia in Transformation,<br>A.D. 600–1850                       |
| [213a | Aspects of Chinese and<br>Japanese History]                         |
| [213b | Japan Since 1600]   |
| 214b  | Aspects of Chinese History:<br>Religion in China                    |
| 240b  | Tradition and Change in Russian<br>and Soviet History, 1801–Present |
| 260a  | Colonial Latin America, 1492–<br>1821                               |
| 261b  | National Latin America, 1821–<br>Present                            |

# Urban Studies

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## Advisers

Martha Ackelsberg, Professor of Government  
 Randall Bartlett, Professor of Economics, *Director*  
 Richard Fantasia, Associate Professor of Sociology  
 Helen Searing, Professor of Art

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The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

## Afro-American Studies

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

## Art

202b History of City Planning and Landscape Design]  
 205a Great Cities: Pompeii  
 215b Ancient Cities and Sanctuaries  
 257b American Architecture and Urbanism]  
 258b Architecture of the 20th Century  
 290a Colloquium: Architectural Studies Topic for 1993-94: The Impact of Publications and

Exhibitions on the Practice and Theory of Modern Architecture

## Economics

230b Urban Economics

## English

248b American Literature from 1865 to 1914

## Government

204a Urban Politics  
 311b Seminar in Urban Politics

## Sociology

213b Ethnic Minorities in America  
 [218a Urban Sociology]  
 313a Seminar: America's People  
 Topic for 1993-94: Natives and Newcomers



# Women's Studies

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## Members of the Women's Studies Program Committee for 1993-94

Martha Ackelsberg, Professor of Government  
 Brenda Allen, Assistant Professor of Psychology  
 Raphael Atlas, Associate Professor of Music  
 Leyla Ezdinli, Assistant Professor of French Language and Literature  
 †Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature  
 Alice Hearst, Instructor in Government  
 Helen Lefkowitz Horowitz, Professor of History and of American Studies  
 \*Ann Jones, Professor of Comparative Literature  
 Josephine Lee, Assistant Professor of English Language and Literature  
 Frédérique Marglin, Associate Professor of Anthropology  
 †Ranu Samantrai, Assistant Professor of English Language and Literature

Marilyn Schuster, Professor of French Language and Literature and of Comparative Literature  
 Christine Shelton, Assistant Professor of Exercise and Sport Studies  
 Sunka Simon, Assistant Professor of German Language and Literature  
 †Patricia Sipe, Associate Professor of Mathematics  
 †Cynthia Smith, Associate Professor of Afro-American Studies  
 Ruth Solie, Professor of Music  
 Elizabeth Spelman, Professor of Philosophy  
 Nancy Saporita Sternbach, Associate Professor of Spanish and Portuguese  
 Susan Van Dyne, Professor of Women's Studies and of English Language and Literature, *Chair and Director*

**William Allan Neilson Professor**  
 Trinh T. Minh-ha

Students who are interested in women's studies as a potential major or minor are encouraged to participate in the Women's Studies Cluster offered each spring semester. The courses in the cluster and the theme that links them change each year. Majors and minors will normally participate in the cluster at least once during their four years. The courses included in the spring 1994 cluster will be announced in the fall. Each course will require attendance at several Thursday evening lectures during the semester.

**Director:** The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

## Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences, and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of

gender. A critical awareness of methodology in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

## Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, Methods in Women's Studies and WST 350, Gender, Culture, and Representation must be included among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated *component courses* in which the study of women or gender is a substantial issue or unit of study.

## Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

- a. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
- b. Her distribution of courses should also enable a student to understand the differences that race, class, and culture make to women's experience in one or more of her elective courses.
- c. A student will participate at least once in the interdisciplinary course cluster on women's experience (offered each spring semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.
- d. A student will focus her study by taking at least three courses in one of three concentrations:
  - a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology,

- sociology, psychology, public policy);
- b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion, and theatre); and
- c. *cross-cultural studies* (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history, and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

5. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

## Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

## Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis as two of the 10 semester courses in the major, in addition to fulfilling the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Women's Studies Program Committee.

### 400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.  
1 to 4 credits

### 400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.  
1 to 4 credits

**430d Thesis**

8 credits

**The Minor**

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six core courses, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class, and culture produce in women's experience. Ordinarily a student completing the minor will have participated in the spring course cluster on women's experience (see description above).

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed, and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Note: Courses designated as seminars are limited enrollment and are open only to juniors, seniors, and graduate students, by permission of the instructor.

**Approved Courses for  
1993-94****Core Courses****WST 250a Methods In Women's Studies**

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social, and political choices made by women in the past and

present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30.

4 credits

*Susan Van Dyne*

M W F 11 a.m.-12:10 p.m.

**WST 250b Methods in Women's Studies**

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30.

4 credits

*Ruth Solie*

M W F 11 a.m.-12:10 p.m.

**WST 350a Gender, Culture, and Representation**

This senior integrating seminar for the women's studies major examines how cultures structure and represent gender in a variety of arenas including art, politics, law, and popular culture. Through the critical reading of key contemporary works of feminist theory and intensive investigation of multidisciplinary case studies, we will study the variety and ambiguities of political and symbolic representation—how can one woman's experience “stand for” another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors, and may not be elected S/U.

4 credits

*Marilyn Schuster*

M W 2:40-4 p.m.

**WST 350b Gender, Culture, and Representation**

A repetition of 350a.

4 credits

*Susan Van Dyne*

M W 2:40-4 p.m.

**AAS 212a Culture and Class in the Afro-American Family***To be announced**To be arranged*



**AAS 217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present**

To be announced  
To be arranged

**AAS 220a Women of the African Diaspora**

*John Bracey*  
M W 9-10:50 a.m.

**AAS 348a Black Women Writers]**

*Cynthia Smith*

**AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman**

To be announced  
To be arranged

**ANT 235b Ritual and Myth**

*Frédérique Marglin*  
M W 1:10-2:30 p.m.

**ANT 243b The Pursuit of Ecology: Gender, Knowledge, Culture]**

*Frédérique Marglin*

**ANT 244a Woman/Body/Self Cross Culturally**

*Frédérique Marglin*  
Th 1-2:30 p.m.

**ARTH 292b Colloquium: Film and Art History]**

*Barbara Kellum*

**BIO 208a Women's Medical Issues]**

To be offered in 1994-95.  
*Margaret Olivo, Leslie Jaffe*

**CLT 223a Forms of Autobiography: Women's Autobiography in Context**

*Ann Jones*  
T 10:30-11:50 a.m.; dis. Th 10:30-11:50 a.m.  
or Th 1-2:20 p.m.

**CLT 268b Latina and Latin American Women Writers**

*Nancy Sternbach*  
M W F 11 a.m.-12:10 p.m.

**CLT 272b Women Writing: 20th-Century Fiction**

*Marilyn Schuster*  
M W F 1:10-2:30 p.m.

**CLT 279b Women Writers of the Middle Ages**

*Nancy Bradbury, Eglal Doss-Quinby*  
T Th 9-10:20 a.m.

**ECO 222a Women's Labor and the Economy**

*Mark Aldrich*  
M W F 10-10:50 a.m.

**ENG 120a A. Fiction Section C**

*Robert Hosmer*  
T Th 9-10:20 a.m.

**Section E** Topic for 1993-94: American Women Writers. Priority given to first-year students. Enrollment limited to 20.

*Ann Boutelle*  
T Th 1-2:20 p.m.

**ENG 264a American Women Poets**

*Susan Van Dyne*  
M W F 1:10-2:30 p.m.

**ENG 302a Seminar in American Literature**

Topic for 1993-94: Eudora Welty and Toni Morrison.  
*Dean Flower*  
Th 3-5 p.m.

**ENG 333a Seminar: A Major British or American Writer**

Topic for 1993-94: The Brontës.  
*Margaret Shook*  
T 1-2:50 p.m.

**[ENG 378a Seminar: Women and Literature]**

Topic: Feminist Literary Theory. To be offered in 1994-95.  
*Susan Van Dyne*

**ESS 550a Women in Sport**

*Christine Shelton*  
M W F 9-9:50 a.m.

**FLS 349a Women and Cinemagraphic Representation**

*Deborah Linderman*  
T 1-2:50 p.m.; screening times M W 7:30-9:30 p.m.

**[FRN 365b Francophone Literature]**

Topic: French Canadian Women Writers. To be offered in 1994-95.  
*Denise Rochat*

**FRN 394a Studies in 19th-Century Literature**

Topic for 1993-94: Representing Femininity in 19th Century Fiction: The Case of Domestic Servants

*Martine Gantrel-Ford*

M 1-2:50 p.m.

**GOV 204a Urban Politics**

*Martha Ackelsberg*

M W 11 a.m.-12:10 p.m., F 11-11:50 a.m.

**GOV 211b Gender and Politics**

*Susan Bourque*

T Th 9-10:20 a.m.

**GOV 305a Seminar: Law, Family and State**

*Alice Hearst*

T 1-2:50 p.m.

**GOV 321b Seminar in Comparative Government**

Topic for 1993-94: Power and Politics in Africa: the Female Factor.

*Walter Morris-Hale*

T 3-4:50 p.m.

**GOV 324a Seminar: Gender, Education, and Democracy in Latin America**

*Susan Bourque*

T 1-2:50 p.m.

**GOV 346a Seminar: Gender and Politics in Europe**

*Luan Troxel*

T 3-4:50 p.m.

**GOV 364a Feminist Theory**

*Martha Ackelsberg*

T 3-4:50 p.m.

**HST 253b Women in Modern European Societies**

Enrollment limited to 20.

*Joan Landes*

M 7-9:30 p.m.

**HST 263b Continuity and Change in Spanish America and Brazil**

Topic for 1993-94: Gender in the Study of Latin American History.

*Ann Zulawski*

W 1-3:30 p.m.

**HST 277a History of Women in the U.S., Colonial Period to 1865**

*Helen Lefkowitz Horowitz, Mary Maples Dunn*

T Th 10:30-11:50 a.m.

**HST 278b History of Women in the U.S., 1865-1970**

*Helen Lefkowitz Horowitz*

T Th 10:30-11:50 a.m.

**HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection**

*Helen Lefkowitz Horowitz*

T 3-5 p.m.

**[JPN 360b Seminar: Images of Women in Japanese Literature]**

*Takao Hagiwara*

**JUD 387b Seminar: Women in Jewish History**

*Howard Adelman*

W 7:30-9:30 p.m.

**MUS 100b C. Women Composing**

*Raphael Atlas*

M W F 11 a.m.-12:10 p.m.

**MUS 974a Topics in Piano**

Topic for 1993-94: Women as Performers and Composers.

*Monica Jakuc*

M 7-9 p.m., plus six hours of private or semi-private instruction per semester.

**PHI 240a Philosophy and Women**

*Elizabeth V. Spelman, Carolyn Jacobs*

T Th 3-4:15 p.m.

**[PHI 304b Colloquium in Applied Ethics]**

Topic: Moral Passages: Issues in Reproduction and Procreation. To be offered in 1994-95.

*Kathryn Pyne Addelson*

**PSY 266b Psychology and Women**

Enrollment limited to juniors and seniors.

*Nancy Grote*

M 7:30-9:30 p.m., Th 3-3:50 p.m.

**PSY 340b Seminar on Gender and the Life Course**

*Diedrick Snock*

W 1:10-3 p.m.

**PSY 366a Seminar: Topics in the Psychology of Women**

Topic for 1993-94: Gender and Close Relationships.

*Nancy Grote*

M 1:10-3 p.m.

**SOC 229a Sex and Gender in American Society***Nancy Whittier*

T Th 9-10:20 a.m.

**SOC 323b Seminar: Gender and Social Change***Nancy Whittier*

Th 1-2:50 p.m.

**SPN 363a Contemporary Women Novelists of Spain***Reyes Lázaro*

M W F 2:40-4 p.m.

**THE 214a Black Theatre***Andrea Hairston*

T Th 10:30-11:50 a.m.

**THE 300a Women in Theatre***Susan Clark*

M W 10 a.m.-12:10 p.m.

**Component Courses****AAS 237b Major Black Writers: Fiction***To be announced**To be arranged***AAS 243b Afro-American Autobiography]***Cynthia Smith***AAS 321a Seminar: Afro-American Folk Culture***To be announced**To be arranged***ARH 205a Great Cities: Pompeii***Barbara Kellum*

M W F 10-10:50 a.m.

**ARH 209b Etruscan Art***Barbara Kellum*

T Th 9-10:20 a.m.

**ARH 212a The Art of Rome (L)]***Barbara Kellum***ARH 291a Art Historical Methods (C)***Brigitte Buettner*

Th 3-4:50 p.m.

**ARH 315b Studies in Roman Art: Popular Culture in the Roman World***Barbara Kellum*

M 1-2:50 p.m.

**CLT 229a Renaissance: Courtier, Courtesan, Citizen***Ann Jones*

M W 2:40-4 p.m.

**CLT 276b Theories of the Paratext***Leyla Ezdinli*

M W F 11 a.m.-12:10 p.m.

**CLT 375a Epistolary Fictions***Sunka Simon*

T Th 10:30-11:50 a.m.

**ENG 232b Restoration and 18th-Century Drama (1660-1800)***Josephine Lee*

T Th 3-4:20 p.m.

**ENG 246a American Literature 1820-1865***Richard Millington*

M W F 11:10 a.m.-12:10 p.m.

**ENG 248b American Literature from 1865 to 1914***Susan Van Dyne*

M W F 11 a.m.-12:10 p.m.

**ENG 267a Literatures of the Americas**

Topic for 1993-94: Asian American Drama.

*Josephine Lee*

T Th 1-2:20 p.m.

**FRN 259a Studies in Literary Forms: The Novel***Marilyn Schuster*

M W F 1:10-2:30 p.m.

**GER 228b The New German Cinema***Sunka Simon*

T Th 3-4:50 p.m.

**[GOV 264b Problems in Democratic Thought]***Philip Green***GOV 311b Seminar in Urban Politics**

Topic for 1993-94: Urban Social Movements.

*Martha Ackelsberg*

T 3-4:50 p.m.

**GOV 366a Seminar: Ideology, Culture, and Politics***Paige Batey*

T 1-3 p.m.



**HST 245a Early Modern Europe, 1648-1848***Michael Dettelbach*

T Th 1-2:30 p.m.

**HST 346a Seminar: Technologies of the Self from Descartes to Freud***Michael Dettelbach*

T 3-4:50 p.m.

**PSY 243b Adult Development***Diedrick Snoek*

M W F 10-10:50 a.m.

**PSY 278b Behavior in Organizations***Frances Volkmann, Diedrick Snoek*

T Th 1-2:50 p.m.

**REL 110b C: Christian Spirituality (Colloquium)***Elizabeth Carr*

T Th 10:30-11:50 a.m.

**THE 198a Theatre and Society: Pre-history to the Renaissance***Susan Clark*

Sec: A: M W 1:10-2:30 p.m.; B: T Th 9-10:20 a.m.

**THE 199b Theatre and Society: Renaissance to the Birth of Modern Drama***Susan Clark*

T Th 9-10:20 a.m.

**THE 213b American Theatre and Drama***Susan Clark*

T Th 1-2:30 p.m.

**THE 217a Modern European Drama***Leonard Berkman*

T Th 9-10:20 a.m.

**[THE 313a Masters and Movements in Drama]**

Topic: Griselda Gambaro and Contemporary Latina/Latino Drama of the Americas.

*Leonard Berkman*

# Interdepartmental and Extradepartmental Course Offerings

## ACC 223a Principles of Accounting

Fundamental concepts, procedures and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order.

4 credits

To be announced

To be arranged

## DP 100b Colloquium: Understanding Social Issues

This colloquium will select a current social issue to be explored from many different perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 2. Preference given to first-year students. (E)

4 credits

Randall Bartlett (*Economics*)

T Th 10:30-11:50 a.m.

## GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Chrétien de Troyes's *Yvain*; Christine de Pizan's *City of Ladies*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princess of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*.

4 credits

Jefferson Hunter (*English Language and Literature*), Director (first semester);

Maria Banerjee (*Russian Language and Literature*), Director (second semester);

Sec. W 2:40-4 p.m.; sections as below:

First semester:

M W F 9-9:50 a.m., Ronald Macdonald (*English Language and Literature*)

M W F 10-10:50 a.m., David Ball (*French Language and Literature*)

M W F 11 a.m.-11:50 a.m., Jefferson Hunter (*English Language and Literature*)

T Th 9-10:20 a.m., Roxanne Gentilcore (*Classical Languages and Literatures*)

T Th 10:30-11:50 a.m., Maria Banerjee (*Russian Language and Literature*)

T Th 1-2:50 p.m., Robert Hosmer (*English Language and Literature*)

Second semester:

M W F 9-9:50 a.m., Nancy Mason Bradbury (*English Language and Literature*)

M W F 10-10:50 a.m., David Ball (*French Language and Literature*)

M W F 11 a.m.-11:50 p.m., Margaret Shook (*English Language and Literature*)

T Th 9-10:20 a.m., Nancy Shumate (*Classical Languages and Literatures*)

T Th 10:30-11:50 a.m., Maria Banerjee (*Russian Language and Literature*)

T Th 1-2:50 p.m., Robert Hosmer (*English Language and Literature*)

## PPY 209b Philosophy and History of Psychology

An examination of the philosophical roots of issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 credits

Peter Pufall (*Psychology*)

T Th 9-10:20 a.m.

## PPY 221b Language

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models and the representation of language in the brain.

4 credits

Jill de Villiers

M W F 8-8:50 a.m.

## Five College Course Offerings by Five College Faculty

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**Norman Cowie**, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program)

### First Semester

Amherst: **English 89**  
**Studies in the Moving Image**

An introductory theory and production course in film and video. We will explore the historical, theoretical and critical contexts that inform independent film and video production today, and produce individual and collaborative projects in video and/or film. We will pay particular attention to the contributions of contemporary criticism and look at the field of the moving sound/image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Permission of the instructor required. Maximum enrollment 15. To be arranged

[UMass: **Communication 397Z**  
**Studies in the Moving Image**]  
Same description as Amherst/English 89.

Hampshire: **CCS/HA 217**  
**Film, Video and the Public Sphere**

A critical studies course examining the ways in which social experience in late-capitalism is culturally organized through the dominant media, particularly film and broadcast television. We will contrast different historical and theoretical conceptions of the media, ideology and the public sphere, and consider the work of independent filmmakers, artists and activists that seek to challenge and intervene in the representational systems of contemporary society. Prerequisites: Either one film or video production course, or one film or video critical studies course, and permission of the instructor. Maximum enrollment: 25. T 6-10 p.m.

### Second Semester

[Mount Holyoke: **I120s**  
**Studies in the Moving Image**]  
Same description as Amherst/English 89.

[Smith: **Film Studies 291b**  
**Experimental Narrative**]

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political, or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of “counter-narrative” projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in photography, film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) Subject to the approval of the Committee on Academic Policy. W 1-4 p.m.; screening time T 4-6 p.m.

UMass: **Number to be announced**  
**Studies in the Moving Image II**

Topic for 1993-94: Community Television. This course will seek to integrate the theory and practice of low budget community and public access television production. The participants in the course will study the history and theory of community television, and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution and reception. We will also look at the rhetorical strategies of their programming, and consider the influence of video art and community video on mass cultural forms, and vice



versa. The course will be based at the University and will accept up to nine students from each of the five colleges. Participants in the course will work for programming on public access TV in Amherst and Northampton, and for the campus networks at UMass, Amherst and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision, using the equipment and facilities of their home campus. All participants will meet formally once a week at the University, with sections meeting regularly at each of the five colleges.

Hours to be arranged.

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**Ahmad Salim Dallal**, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program)

## First Semester

Courses to be announced.

[Smith: **Religion ARA 100d  
Elementary Arabic**]

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; computer program will be available for use. Credit is not granted for the first semester only of an introductory language course.

8 credits

To be arranged

[Amherst: **Asian I  
First Year Arabic I**]

Same description as Smith ARA 100d.

[Smith: **Religion 275a  
Islam**]

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism and the nature of political authority. Contemporary Islam in the Middle East, India and Africa.

4 credits

[Smith: **Religion ARA 283a  
Intermediate Arabic I**]

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented set-

tings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor.

4 credits

UMass: **Arabic 226  
Elementary Arabic II**

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension and writing skills. Prerequisite: ARA 126 or the equivalent, or permission of the instructor.

T Th 1-3:45 p.m.

UMass: **History 493  
Topics in Modern Islamic Thought**

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies and Islamic discussion of modernity and liberalism. Reading of primary sources in translation. Recommended background: introduction to Islamic history and/or religion.

T Th 9:30-11 a.m.

## Second Semester

UMass: **Arabic 246  
Elementary Arabic II**

Continuation of Arabic 226.

T Th 1-3:45 p.m.

Mount Holyoke: **Asian Studies 271**

Cross listed as History 211 Modern Islamic Thought. Same description as History 493 first semester.

To be arranged

[Smith: **Religion ARA 100d  
Elementary Arabic**]

Same description as above.

[Smith: **Religion ARA 284b  
Intermediate Arabic II**]

Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor.

4 credits

[Amherst: **Asian 2**  
**First Year Arabic II**]

A continuation of First Year Arabic I.

**Yvonne Daniel**, Associate Professor of Dance (at Smith College Under the Five College Program)

## First Semester

Smith: **Dance 143a**

### **Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings.  
 2 credits

M 7-10 p.m. at Smith

[Mount Holyoke: **Dance 143f**  
**Comparative Caribbean Dance II**]

Same description as Smith: Dance 143a.  
 To be arranged

[UMass: **Dance 272a**  
**History of Dance**]

Hampshire: **HA 272**  
**Dance and Culture**

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis, and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance.

T Th 3-5 p.m. at Hampshire.

## Second Semester

Amherst: **T&D H19**

### **Contemporary Techniques: Comparative Caribbean Dance I**

Same description as Smith 143a.

To be arranged

Smith: **Dance 145b**

### **Cuban Dance Traditions**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Prerequisite: permission of the instructor.

2 credits

M 7-10 p.m.

Smith: **Dance 375b**

### **The Anthropology of Dance**

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance.  
 Prerequisite: 272.

4 credits

M W 10:30 a.m.-noon

[Smith: **Dance 553b**

### **Choreography and Music]**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory and permission of instructor.

**Hiroshi Inoue**, Visiting Assistant Professor  
in Asian Studies (at Mount Holyoke under  
the Five College Program).

## First Semester

Mount Holyoke: **Asian 122f**

### **Intermediate Japanese** (Intensive)

A continuation of Elementary Japanese. Equal  
emphasis on speaking, listening, reading and  
writing modern Japanese. Approximately 350  
kanji. Class work is supplemented by tapes,  
videos and computer programs.  
To be arranged

UMass: **Japanese 4971**

### **Study in Japanese Culture**

A specific topic relating to Japanese Culture  
will be chosen each semester. Most reading  
in English.  
To be arranged

## Second Semester

Mount Holyoke: **Asian 123s**

### **Intermediate Japanese**

Same as Mount Holyoke Asian 122f first  
semester.  
To be arranged

Mount Holyoke: **Asian 351**

### **Seminar: Japanese Studies**

A specific topic relating to Japanese Society  
or Literature will be chosen each semester  
the course is offered. All reading in Japanese.  
To be arranged

**Mohammed Mossa Jiyad**, Five College  
Senior Lecturer in Arabic (at Mount Holyoke  
College)

## First Semester

Mount Holyoke: **Asian 130f**

### **Elementary Arabic I**

This course covers the Arabic alphabet and  
elementary vocabulary for everyday use, in-  
cluding courtesy expressions. Students will  
concentrate on speaking and listening skills as

well as basic reading and writing. Interactive  
computer instruction will form an integral part  
of the course. Textbook: *Ablan wa Sablan*,  
Part I, by Mehdi Alish, Ohio State University.  
Computer Software: Alef Baa, AraSpell Game  
and AraFlash Game by Mohammed Jiyad.  
M W 1-2:30 p.m., F 1:30-2:30 p.m.

[UMass: **Arabic 226**

### **Elementary Arabic II]**

Emphasis on face-to-face and lengthy con-  
versation in interactive and task-oriented  
settings. Development of simple reading,  
comprehension and writing skills. Prerequi-  
site: Arabic 130 or the equivalent, or permis-  
sion of the instructor. Textbook: *Al-Kitaab  
al-Asaasy*, by Said Badawi, The Arab League  
Press. Computer software: AraForm Game,  
The Tower Game and The Sinbad Game, by  
Mohammed Jiyad.

[UMass: **Arabic 326**

### **Intensive Intermediate Arabic]**

Covers conversational and argumentative  
speaking skills using a wider vocabulary and  
more complex grammatical elements. Stu-  
dents will read authentic reading materials  
from journalism and literature and develop  
writing skills through paraphrasing, compos-  
ing letters and biographies and other exer-  
cises. Prerequisites: Arabic 126 and 146,  
Arabic 226 and 246, or permission of the  
instructor. Texts: Selection of authentic mate-  
rials including various topic passages, news-  
paper articles, short stories, short plays,  
songs, video tapes and radio broadcasts.  
Computer software: Race Game, Maze Game  
and Wheels Game, by Mohammed Jiyad.

[Smith: **Arabic 100d**

### **Elementary Arabic]**

Same as Mount Holyoke Asian 130f.

Hampshire: **FL 105**

### **Elementary Arabic I**

Same as Mount Holyoke Asian 130f. (Taught  
in fall semester at Mount Holyoke.)  
M W 1-2:30 p.m., F 1:30-2:30 p.m.

[Mount Holyoke: **Asian 230f**

### **Elementary Arabic II]**

Same description as UMass 226.

Amherst: **Arabic 1**

### **First Year Arabic I**

Same as Mount Holyoke Asian 130f.  
M W 10-11:30 a.m., F 10:30-11:30 a.m.



**[UMass: Arabic 440****Advanced Arabic]**

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Reading material will include longer prose passages of several paragraphs, and writing assignments will cover social correspondence, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions. Texts: Selection of authentic materials including passages on various topics, newspaper articles, short stories, short plays, songs, video tapes and radio broadcasts.

**Second Semester****Mount Holyoke: Asian 131s****Elementary Arabic I**

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Textbook: *Ahlan wa Sablan*, Part II, by Mehdi Alish, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and the Horse Game, by Mohammed Jiyad. Prerequisite: 130 or permission of the instructor. Taught in the spring semester at Hampshire College.

M W 1-2:30 p.m., F 1:30-2:30 p.m.

**[UMass: Arabic 246****Elementary Arabic II]**

Continuation of Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisite: Arabic Asian 230 or the equivalent, or permission of the instructor.

**[Smith: Arabic 100d****Elementary Arabic]**

Same as Mount Holyoke 131s.

**Hampshire: Foreign Language 106****Elementary Arabic I**

Continuation of 105. Same as Mount Holyoke Asian 131s.

M W 1-2:30 p.m., F 1:30-2:30 p.m.

**Amherst: Arabic 2****First Year Arabic II**

Continuation of First Year Arabic II. Same as Mount Holyoke 131s.

M W 10-11:30 a.m., F 10:30-11 a.m.

**[Mount Holyoke: Asian 231s****Elementary Arabic II]**

Continuation of Asian 230f.

**[UMass: Asian 450****Advanced Arabic]**

Students will build oral skills such as supporting opinions, explaining in detail and hypothesizing. Focus on the aesthetic properties of language and its literary styles will permit comprehension of a wider variety of texts, including literary. Students will practice writing about a variety of topics in significant detail. Texts: Selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes and radio broadcast tapes.

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**Michael T. Klare**, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

**First Semester****Smith: Government 251a****Problems of International Security**

A survey of the emerging threats to international peace and security in the post-Cold War era, and of methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peace keeping; global environmental degradation; population growth; and resource scarcities. Students will

expected to conduct intensive research on a particular world security problem and to write a term paper.

4 credits

Th 10:30-11:50 a.m.

## Second Semester

[Amherst: **SS/NS 174**

### **War, Revolution and Peace**

A study of the causes and nature of armed conflict in the contemporary world, methods devised by the world community to prevent and terminate such conflict. Designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts and to stimulate their interest in the search for effective peacemaking strategies. Will focus on such topics as: the legacies of the Cold War; ethnic and regional conflict in the Third World; revolutionary conflict; arms control and disarmament; U.N. peacekeeping; international mediation and conflict resolution; the role of peace movements. Will entail lectures by the instructor and by invited lecturers, as well as periodic discussion sessions. Students will be required to write one short and one long paper during the course of the semester.

1 W 1:30-3 p.m.

[UMass: **Political Science 397C**

### **International Security Policy]**

A survey of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

[Amherst: **Political Science 64**

### **Seminar on Problems in International Security]**

An intensive investigation of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trades; ethnic and religious strife; and the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to follow developments in a particular country or area and to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the 1990s and the most promising solutions that have been devised to resolve it.

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**Ahmet Kuyas**, Assistant Professor of History  
(at Mount Holyoke Under the Five College Program)

## First Semester

[Smith: **History 209a**

### **The Middle East and World War I]**

(Lecture) A detailed investigation of the most significant event in the formation of the modern Middle East. Focus on: regional tensions on the eve of war; developments during the war; and the reshaping of the Middle East after the war. Special reference to imperialist designs and the claims of various regional nationalisms. (E)

4 credits

[UMass: **History 497H**

### **History of Modern Turkey]**

The course will cover the period from the Young Turk Revolution of 1908 to the estab-



lishment of multi-party democracy. In addition to the study of intellectual movements, emphasis will be placed on the most significant aspects of the Kemalist Revolution: the development of secularism, the building of a national economy and the attempt at creating a new national identity.

UMass: **History 593b**

**The Middle East and World War I**

A detailed study of the most significant event in the shaping of the modern Middle East, the course will focus on: (1) the local tensions on the eve of the War, (2) the developments during the hostilities and (3) the re-shaping of the Middle East, with special reference to imperialist designs and the claims of various nationalisms in the region. Th 1:25-4:20 p.m.

Mount Holyoke: **History D110f**

**The Rise and Decline of the Ottoman Empire**

The course will be a survey of 600 years of South-East European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to Islamic and Byzantine traditions and will focus on the development of various Ottoman institutions which constituted the pillars of a world power. M W 2:40-4 p.m.

## Second Semester

Mount Holyoke: **History 111s**

**The Modern Middle East**

A survey of the modern Middle East, including the Muslims of Russia, from the beginning of the 19th century to the present. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies and present-day problems related to those responses. 4 credits

M W 2:30-3:45 p.m.

[Hampshire: **Social Science 251**

**Nationalism in the Middle East]**

Starting from the late nineteenth century this course will examine the rise of nationalist ideology in the Middle East including the

Turkic speaking peoples of the Russian empire. Special attention will be paid to the relationship between social political development and the rise of nationalism to the problems created by the advent of the new ideology, and to its role in the still-persistent conflict between secularism and fundamentalism.

Amherst: **History 75s**

**Research Seminar: Nationalism in the Middle East**

Covering the nineteenth and twentieth centuries, the course will examine the rise and development of nationalist ideology in the Middle East. As forerunners of Turkish nationalism, the Turkic speaking peoples of Russia will be under scrutiny as well. Special attention will be paid to the relationship between sociopolitical developments and the rise of nationalism, to the problems created by the advent of the new ideology, and to the role of nationalism in the conflict between secularism and political Islam. To be arranged

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**Anthony Lake**, Professor in International Relations (at Mount Holyoke College Under the Five College Program)  
On leave in 1993-94.

## First Semester

[Smith: **Government 251a**

**The Vietnam War]**

Same as Mount Holyoke International Relations 300. See second semester. 4 credits

[Amherst: **Political Science 30f**

**The Vietnam War]**

Same as Mount Holyoke International Relations 300.

[Mount Holyoke: **International Relations 273f**

**Case Studies in American Foreign Policy]**

An examination of decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam wars, the Bay of Pigs and



the Cuban Missile Crisis, Nicaragua, nuclear proliferation, trade negotiating and the Persian Gulf war. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

## Second Semester

Mount Holyoke: **International Relations 300**

### **[The Vietnam War]**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

UMass: **Political Science 255**

### **Case Studies in American Foreign Policy]**

Same as Mount Holyoke International Relations 273f.  
4 credits

Hampshire: **Social Science 310**

### **[Third World Revolutions]**

An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined. Enrollment limited.

Hampshire: **Social Science 293**

### **[The Vietnam War]**

Same as Mount Holyoke International Relations 300.

## First Semester

Mount Holyoke: **Jewish Studies 101f-102s**  
**Elementary Modern Hebrew**

A one-year elementary course in spoken and written Israeli Hebrew. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of authentic Hebrew texts. Credit is not granted for the first semester only of an introductory language course. (E)

UMass: **Hebrew 230**

### **Intermediate Modern Hebrew I**

Continues study of modern Hebrew; increases proficiency in conversation, reading and writing skills. Adapted short stories, audiovisual aids. Written and oral exercises, language lab attendance. Prerequisite: Hebrew 110, 120, or permission of the instructor.

[UMass: **Hebrew 301**

### **Advanced Modern Hebrew I]**

To improve third-year students' grammar, vocabulary and fluency through graded readings to advanced level of reading, listening, oral and written proficiency. A structured approach to literature. Prerequisite: Hebrew 240 or equivalent, or consent of the instructor.

UMass: **Hebrew 120**

### **Elementary Modern Hebrew II**

Same description as Jewish Studies 102s first semester at Mount Holyoke.  
To be arranged

## Second Semester

Mount Holyoke: **Jewish Studies 102s**  
**Elementary Modern Hebrew**

Same description as above.

[UMass: **Hebrew 240**

### **Intermediate Modern Hebrew II]**

Continuation of Hebrew 230. Further work in Hebrew conversation, grammar, reading and writing. Adapted short stories, videotapes. Class presentation, written and oral exercises, language lab attendance. Prerequisite: Hebrew 101 or permission of the instructor.

[UMass: **Hebrew 302**

**Advanced Modern Hebrew II**

For third year students. Grammar, vocabulary and fluency through graded readings to advanced level of reading, listening, oral and written proficiency. A structured approach to literature. Prerequisite: Hebrew 301 or equivalent, or consent of the instructor.

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**Elizabeth H.D. Mazzocco**, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts Under the Five College Program)

**First Semester**

[UMass: **Italian 324**

**A Survey of Italian Literature]**

Beginning with the poetry of *scuola siciliana* and that of *dolce stil nuovo*, we will study Italian literature from the Petrarch, Boccaccio, Poliziano, Ariosto, Macchiavelli, Michelangelo, Gaspar Stampa, Goldoni, Alfieri, Foscolo, Leopardi, Verga, Pirandello, Moravia, Buzzati, Sciascia, Ginsberg and Dario Fo. Literary selections will be drawn from poetry, short stories, plays and novels. All works will be studied in their political/social/historical context and students will follow the changing trends and movements in the history of Italian literature. In general, students should have completed Italian 110, 120, 230, 240 or equivalent. All readings/written/oral work will be in Italian.

UMass: **Italian 524**

**Literature of the High Renaissance**

The course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. Selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations and write a solid research paper on a topic chosen by the student and approved by the instructor.  
T Th 1-2:15 p.m.

[UMass: **Italian 569**

**19th and 20th Century Italian Theatre]**

This course is open to advanced majors or graduate students. In addition to reading the works of a variety of 19th and 20th century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunzio, Verga, Pirandello, De Filippo, Fo and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in Italian; students will present oral reports and write critiques and a final research paper in addition to a final.

**Second Semester**

Courses to be announced.

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**Ali Mirsepassi**, Assistant Professor of Sociology (at Hampshire College under the Five College Program)

**First Semester**

Amherst: **Sociology 27**

**Imaging the Middle East**

In recent times, no other region of the post-colonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? To what extent have these images distorted their understanding of the region? What are some of the social and cultural processes that have shaped the way in which American society has approached the problem of social difference? This course is designed to sensitize students as to issues of orientalism, ethnocentrism and eurocentrism in academic studies on the Middle East and in popular images. At the same time, as the ethnocentric images of the Middle East are not confined to those of "Western Ideologies," the second part of the course will examine nationalistic and religious reactions to the Western portrait of the Middle East. This course is intended to make a contribution to a non-distorted human understanding of the Middle East in the U.S., by critical



study of the region and its people and by offering discursive space to literature from the region and the West.  
T Th 2 p.m.

Hampshire: **SS 235**

### **Societies and Cultures of the Middle East**

This course is designed to introduce students to the historical, social, political and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We explore the culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics, and issues such as ethnicity and gender. Throughout the course, attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to facilitate cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

T Th 10:30 a.m.–noon

## **Second Semester**

Hampshire: **SS 272**

### **Social Movements and Social Change in the Middle East**

This course will introduce students to sociological analysis of social movements and examine the current social movements (Islamic "fundamentalist," democratic, women's) in the Middle East as responses to the failure of secular modernism. The first segment of the course will explore different approaches and theories about the historical origins, social context and cultural meaning of the current Islamic movement in the Middle East. Questions such as, the contentions between Islamic ideology and secularism, and Islamic traditions and modernity will be examined. The main segment of the course involves the investigation of the rise of Islamic movements in four countries of the Middle East. Relationships between socioeconomic modernization and secularism and the rise of the Islamic politics will be explored through a comparative study of Egypt, Turkey, Algeria and Iran. In the final

section of the course, we will examine the future social, cultural and political trends in Middle Eastern societies. We will specifically explore the prospects for democratization (including democratization of gender relations) in the Islamic Middle East.  
W 1:30–4:30 p.m.

Smith: **Sociology 235b**

### **Sociology and Islamic Societies**

This course is designed to introduce students to social theories of religion and to make a critical examination of the relevance of these theories to understanding of Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Parsons, Berger, Geertz, Gellner, Bellah, Habermas) sociological theories will be considered. The relationship between Islam and modernity, the link between modern class formation and secular ideologies, and the evolution of civil society in the Middle East will be examined.

T Th 10:30–11:50 a.m.

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**J. Michael Rhodes**, Professor of Geochemistry (at the University of Massachusetts under the Five College Program)

## **First Semester**

[UMass: **Geology 591G**

### **Analytical Geochemistry]**

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

[UMass: **Geology 591M**

### **Geochemistry of Magmatic Processes]**

Geochemical aspects of the formation and evolution of the earth's mantle and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of



meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 3 credits

## Second Semester

### UMass: **Geology 512**

#### **X-ray Fluorescence Analysis**

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited.

2 credits

W 2:30-3:45 p.m.

### UMass: **Geology 591V**

#### **Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Petrology recommended. Enrollment limited.

F 1:30-3:30 p.m.; additional two-hour lecture to be arranged

\*Institutional location of class will be varied depending on enrollment.

exam. Prerequisites: Japan 246 or equivalent. To be arranged

### UMass: **Japan 430**

#### **Scientific and Technical Japanese**

Introduction to the reading, comprehension, discussion and translation of scientific and technical materials using as a text: *Comprehending Technical Japanese* (Daub, Bird and Inoue), and materials from other sources selected on the basis of need and interest of the class members. Requirements include class participation, written translations, regular quizzes. Prerequisites: Japan 327 or permission of the instructor.

To be arranged

## Second Semester

### UMass: **Japan 327**

#### **Intensive Intermediate Japanese II**

Course builds reading skills through reading and grammatical analysis of the text; builds spoken fluency by discussion of the text, through oral drills on new vocabulary and grammar, and through occasional use of video material. Emphasis is placed on building vocabulary by learning kanji. Requirements include regular class attendance and through preparation of assigned materials; weekly quizzes on vocabulary and kanji; oral and written tests after each lesson; take home tests during each lesson; mid-term and final examination. Prerequisites: Japan 326 or permission of the instructor.

To be arranged

Another course to be announced.

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**Yoshinori Sasaki**, Assistant Professor of Japanese (at the University under the Five College Program)

## First Semester

### UMass: **Japan 326**

#### **Intensive Intermediate Japanese I**

Course will concentrate on the reading and analysis of literary texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. Format includes recitation and discussion. Requirements include daily quizzes and mid-term

# Five College Certificate in African Studies

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The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

1. One course providing an introductory historical perspective that surveys the African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education and the fine arts and humanities.

A complete list of the Five College courses for each of the four requirements is available from the advisers listed below and from the Five College Center.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese, or Arabic);
2. No more than two courses in any one department may be counted toward the certificate;

3. With the approval of the student's African Studies adviser, two relevant courses taken at schools other than the five colleges may be counted toward the certificate;
4. Students must receive a grade of B or better in every course;
5. Students are encouraged to complete their program with a special studies that will integrate and focus their course work;
6. Students are also encouraged to take advantage of academic programs that offer residence for a semester or more in Africa.

For further details, consult one of the campus representatives:

**Amherst College:** Reinhard Sander,  
Department of Black Studies.

**Hampshire College:** Tsenay Serequeberhan.

**Mount Holyoke College:** Samba Gadjigo,  
Department of French.

**Smith College:** Elizabeth Hopkins,  
Department of Anthropology.

**University of Massachusetts:** Ralph Faulkingham, Department of Anthropology; and J.V.O. Richards, Department of Afro-American Studies.

## Five College Certificate in International Relations

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The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary American foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below and the Five College Center. Not every Five-College course is accepted at Smith for degree credit;

students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

**Amherst College:** William Taubman, Political Science.

**Hampshire College:** Benjamin Wisner, Social Science.

**Mount Holyoke College:** Vincent Ferraro, Politics.

**Smith College:** Steven Goldstein, Government; Elizabeth Doherty, Government.

**University of Massachusetts:** Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.



## Five College Certificate in Latin American Studies

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The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. An interdisciplinary seminar taught by two or more faculty members representing two or more of the five colleges.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

## Five College Self-Instructional Language Program

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The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently being offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20-30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered (with the sole exception of Korean) are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

### Language Courses Offered in 1993-94

Hindi I, II, III, IV  
 Hungarian I, II, III, IV  
 Indonesian I, II, III, IV  
 Korean I, II, III, IV  
 Modern Greek I, II, III, IV  
 Norwegian I, II, III, IV  
 Serbo-Croatian I, II, III, IV  
 Swahili I, II, III, IV  
 Turkish I, II, III, IV  
 Urdu I, II, III, IV

# The Athletic Program

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Lynn Oberbillig, M.B.A., *Acting Director of Athletics*

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer

Kim Bierwert, B.A., Coach of Swimming and Diving

Theresa Collins, M.S., Coach of Skiing

Christine Davis, M.S., Coach of Tennis

Suzanne Payne, M.Ed., Coach of Riding

Carla Coffey, M.A., Coach of Cross Country and Track and Field

Bonnie May, M.S., Coach of Softball and Volleyball

Kathy Moeller, B.A., Coach of Crew

Erin Kinsella, B.A., Coach of Squash

Judy Strong, B.S., Coach of Field Hockey and Lacrosse

## Staff

Mary E. O'Carroll, M.S., Athletic Trainer

To be announced, Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 196. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

## Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1993-94, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., *James Babyak*.

**Crew.** Season: September-November, January-May. Practice hours: M T W Th F 4-6 p.m. or 6-8 a.m. and as schedules permit, *Kathy Moeller*.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., *Carla Coffey*.

**Field Hockey.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., *Judy Strong*.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., *Judy Strong*.

**Riding.** Season: September-November, February-May. Practice hours: To be arranged, *Suzanne Payne*.



**Skiing.** Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged, *Theresa Collins*.

**Soccer.** Season: September–November. Practice hours: M T W Th F 4–6 p.m., *James Babyak*.

**Softball.** Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., *Bonnie May*.

**Squash.** Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Erin Kinsella*.

**Swimming and Diving.** Season: September–February. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*.

**Tennis.** Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., *Christine Davis*.

**Track and Field.** Season: Mid–November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: November through December, five days per week; January–May M T W Th 4–6 p.m. and F 3:30–5:30 p.m., *Carla Coffey*.

**Volleyball.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Bonnie May*.

campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 13 clubs: Badminton, Basketball, Croquet, Cross Country Skiing, Cycling, Fencing, Golf, Outing, Riding, Rugby, Sailing, Synchronized Swimming and Tennis.

## Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, 3-on-3 basketball, floor hockey, indoor soccer, softball, squash, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise),

# Directory

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# Faculty

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Ph.D. Bryn Mawr College

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*President Emeritus and Professor Emeritus of History* (1975)

**Jill Ker Conway, Ph.D., LL.D., D.Litt., Ed.D., L.H.D.**  
*President Emeritus* (1989)

**Miguel Zapata y Torres, Ph.D.**  
*Associate Professor Emeritus of Spanish Language and Literature* (1957)

**Elisabeth Koffka, Ph.D.**  
*Professor Emeritus of History* (1961)

**Jeanne Seigneur Guiet, M.A.**  
*Assistant Professor Emeritus of French Language and Literature* (1961)

**Bianca del Vecchio, Diploma di Magistero**  
*Professor Emeritus of Music* (1963)

**Florence Marie Ryder, M.S.**  
*Associate Professor Emeritus of Physical Education* (1965)

**Margaret Storrs Grierson, Ph.D.**  
*College Archivist Emeritus* (1965)

**Charles Jarvis Hill, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1966)

**Virginia Corwin Brautigam, B.D., Ph.D.**  
*Charles N. Clark Professor Emeritus of Religion and Biblical Literature* (1966)

**Elizabeth Sanders Hobbs, Sc.D.**  
*Professor Emeritus in the Biological Sciences* (1967)

**Kenneth E. Wright, Ph.D.**  
*Professor Emeritus in the Biological Sciences* (1967)

**Esther Carpenter, Ph.D., D.Sc. (Hon.)**  
*Myra M. Sampson Professor Emeritus in the Biological Sciences* (1968)



- Eleanor Terry Lincoln, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1968)
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*Professor Emeritus in the Biological Sciences* (1969)
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*Robert A. Woods Professor Emeritus of Economics* (1970)
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- Gertrude Parker Smith, A.M.**  
*Professor Emeritus of Music* (1971)
- Helen Evangeline Rees, Ed.D.**  
*Professor Emeritus of Education and Child Study* (1971)
- Anne Gasool, A.M.**  
*Associate Professor Emeritus of French Language and Literature* (1971)
- William I.P. Campbell**  
*Horticulturist Emeritus* (1971)
- Alice Ambrose Lazerowitz, Ph.D., LL.D.**  
*Sophia and Austin Smith Professor Emeritus of Philosophy* (1972)
- Priscilla Paine Van der Poel, A.M.**  
*Professor Emeritus of Art* (1972)
- Marshall Schalk, Ph.D.**  
*Professor Emeritus of Geology* (1972) and *Sophia Smith Fellow*
- Paul Douglas Davis, B.S. in C.E.**  
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# Index

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- Abbreviations and symbols, explanation of, 88–89
- Absence, leaves of, 83
- Absence from classes, 82
- Academic achievements, prizes and awards, 49–54
- Academic calendar, 2–3
- Academic course load, 77
- Academic credit, 80–81
- Academic Development, Center for, 41
- Academic Honor Code, 16
- Academic program, 13–24
- Academic records, disclosure of, 83
- Academic rules and procedures, 77–84
- Academic societies, 49
- Academic standing, 82
- Accelerated course programs, 17
- Accreditation, iv
- Ada Comstock Scholars Program, 17
- admission, 75
  - fees and expenses, 55–61
  - financial aid, 64
  - grading options, 80–81
- Adding or dropping courses, 79
- Administration directory, 381–385
- Admission, 69–75
- graduate study, 25–26
  - international students, 25–26, 32
  - undergraduate study, 69
  - Ada Comstock Scholars, 75
  - advanced placement credit, 72–73, 81
  - application fee, 56
  - deadline dates, 72
  - entrance tests, 70
  - health form, 43
  - interview, 73
  - international students, 74
  - secondary school preparation, 69–70
  - transfer applicants, 73–74
- Admission, to courses requiring special permission, 77–78
- Advanced placement, 72–73, 81
- toward requirements, 81
- Advanced standing, 70, 81
- Advising, 15–16
- career, 42
  - engineering, 16
  - minor advisers, 16
  - prelaw, 16
  - premajor and major advisers, 15–16
  - premedical and prehealth professions, 16, 134
- Affiliated Study Abroad Programs, 22–23
- African studies, Five College certificate in, 351
- Afro-American studies, 90–93
- Age of majority, 83
- Ainsworth/Scott Gymnasiums, 41
- hours, 41
- Air Force ROTC, 66
- Alumnae
- networking, 42
  - support, 65
- Alumnae Association
- officers, 384–385
- Alumnae Gymnasium, 6, 38
- American College Testing Program, 70
- American studies, 94–97
- diploma in, 32
- Amherst College
- cooperative program with, 18, 24, 38
  - Twelve College Exchange, 24
  - cooperative Ph.D. program, 25, 32
- Ancient studies, 98
- Anthropology, 99–103
- Application for admission
- graduate study, 25–26
  - nondegree studies, 32–33
  - undergraduate study, 70–72
- Archaeology, 104–105
- Architecture and landscape architecture
- courses. *See* Art.
- Army ROTC, 68
- Art, 106–117
- Art Library, 39
- hours, 39
- Art museum, 39
- hours, 39
- Assistantships, graduate, 35
- Associated Kyoto Program, 23
- Astronomy, 118–121
- Athletic facilities, 41

- Athletic fields, 41  
 Athletic program, 42, 355–356  
     *See also* Exercise and sport studies.  
 Athletics, 42, 355–356  
 Auditing  
     community: nonmatriculated students, 18, 78  
     fees for nonmatriculated students, 58  
     matriculated students, 78  
 Awards, 49–54  
 Bachelor of arts degree, 77  
 Bacteriology. *See* Biological sciences.  
 Berenson Dance Studio, 39  
 Biblical literature. *See* Religion and biblical literature.  
 Biochemistry, 122–123  
 Biological sciences, 124–134  
     master's degree, 28  
 Black colleges, study at, 23  
 Black Gospel Jubilee, 44  
 B'nai B'rith Hillel Foundation, 44  
 Board of counselors, 357  
 Board of trustees, 358  
 Boathouse, 41  
 Botanic gardens, 38  
 Botany. *See* Biological sciences.  
 Bowdoin, study at, 24  
 Burton Hall, 38  
 Burton, Marion LeRoy, 6  
 Calendar, academic, 2–3  
 Campus jobs, 65  
 Career counseling, 42  
 Career Development Office, 42–43  
 Career resource library, 42  
 Catholic chaplain, 43–44  
 Center for Academic Development, 41  
 Center for Foreign Languages and Cultures, 40  
     Hours, 40  
 Certificate of Graduate Studies, 25, 32  
 Changes in course registration  
     graduate, 36  
     undergraduate, 78–79  
 Chaplains, 43–44  
 Chemical engineering, 183  
 Chemistry, 135–138  
 Chemistry lab fee, 57  
 Child study, 177  
 Chinese. *See* East Asian studies  
 Churches, 44  
 Civil engineering, 183  
 Clark Science Center, 38–39  
 Clarke School for the Deaf, 30  
 Class schedule chart, inside back cover  
 Classical languages and literatures, 139–142  
 College Archives, 38  
 College Board tests, 69  
 College physician, 43  
 College Scholarship Service, 63  
 Committees, 382–383  
 Comparative literature, 143–147  
 Computer engineering, 183  
 Computer facilities, 40–41  
 Computer science, 148–152  
 Confidentiality  
     of medical records, 43  
     of student records, 83  
 Connecticut College, study at, 24  
 Continuation fee, 58  
 Continuing education. *See* Ada Comstock Scholars Program; nonmatriculated students.  
 Contractual limitations, 59  
 Conway, Jill Ker, 8, 358  
 Cooperative programs with other institutions, 18  
 Cooperative Russian Language Program, 23  
 Córdoba, study abroad, 22  
 Counselors, board, of, 358  
 Counseling  
     career, 42  
     personal, 43  
     religious, 44  
 Course enrollments, Five College, 79–80  
     summary, 45  
 Course load, 77  
 Course numbers, key to, 88  
 Course programs  
     accelerated, 17  
     honors, 18  
     independent study, 18, 78  
     regular, 13–15, 77  
     Smith Scholars, 19  
 Course registration, 36, 79  
 Courses, election of, 78–80  
 Courses of study, 85–356  
 Courses requiring permission, admission to, 78  
 Course symbols, designations, abbreviations, explanation of, 92  
 Credit  
     academic, 80–81  
     advanced placement, 72–73, 81  
     internships, 18–19, 78  
     interterm, 82  
     shortage, 81  
     summer school, 81  
 Crew shells, 42  
 Cross country course, 42  
 Curriculum 13

- Dance, 153–161
  - facilities, 39
  - master's degree, 30–31
- Dartmouth, study at, 24
- Davis, Herbert, 7
- Deadlines
  - for admission, 72
  - for course changes, 36, 79
  - for financial aid, 64
- Deaf, teaching of the, 30
- Dean's List, 49
- Deferred entrance to first-year class, 73
- Degrees, requirements for
  - bachelor of arts, 14, 77
  - doctor of philosophy, 31–32
  - doctor of philosophy, Five College cooperative degree, 25
  - master of arts, 27–29
  - master of arts in teaching, 29–30
  - master of education, 30
  - master of education of the deaf, 30
  - master of fine arts, 30–31
  - master of science in exercise and sport studies, 31
  - satisfactory progress, 82
- Departmental Honors Program, 18, 49
- Deposits, 56
  - for graduate students, 34
- Digital VAX 11/785, 11/750, 40
- Dining arrangements, 42
- Diploma in American studies, 32
- Directions to the college, iv
- Dismissal, 83
- Doctors, 43
- Doctor of philosophy degree, 25, 31
- Dormitories. *See* Residential houses for undergraduates.
- Dropping or adding courses, 36, 79
- Dunn, Mary Maples, 8–9, 357, 358
- Early Decision Plan, 70–71
- East Asian languages and literatures, 162–165
- East Asian studies, 166–168
- Economics, 169–176
- Ecumenical Christian Church, 44
- Education and child study, 176–182
  - master's degree, 30
- Education, master's degree, 30
- Election of courses, 77–80
- Electrical engineering, 183
- Elizabeth Mason Infirmary, 43
- Emeriti, 356
- Engineering, 183–184
- England, study abroad, 22
- English language and literature, 185–194
- Enrollment statistics, 45–48
- Entrance requirements, 69–70
- Ethics, 195
- Exercise and sport studies, 196–203
  - master's degree, 31
- Expenses, 55–59
- Extended Repayment Plan, 60–62
- Extracurricular activities, 42–44
- Facilities, 37–41
- Faculty, 358–380
  - Five College, 340–350
- Family Education Loans, 60–62
- Fees and expenses, 55–59
  - contractual limitations, 59
  - graduate study, 34
  - Junior Year Abroad, 20–22
  - Twelve College Exchange, 24
- Fellowships, teaching, 35
- Film studies, 204–206
- Financial aid, 35, 63–67
  - Ada Comstock Scholars, 64
  - campus jobs, 65
  - deadlines, 64
  - graduate students, 35, 67
  - grants, 65
  - loans, 65
  - ROTC scholarships, 66
  - toll-free information number, 67
  - transfer students, 64
  - work-study, 65
- Fine arts center, 39
- Fine arts, master's degree, 30–31
- First Group Scholars, 49
- First Group Scholarships, 65–66
- Five College Certificates
  - African studies, 351
  - International relations, 352
  - Latin American Studies, 353
- Five College Cooperation, 18
  - course enrollment, 79–80
  - course interchange, 18
  - course offerings, 340–350
  - course regulations, 79–80
- Five College faculty, 340–350
- Florence, study abroad, 21
- Foreign language literature courses in translation, 206
- Foreign students. *See* International students.
- Foreign study programs, 20–24
- France, study abroad, 22
- French language and literature, 207–213
  - master's degree, 28
- Geneva, study abroad, 21
- Geographical distribution of students, 46
- Geology, 214–217
- German language and literature, 218–221
- Germany, study abroad, 22



- Gospel music, 44  
 Government, 222-232  
 Grading options, 80-81  
 Graduate study, 25-36  
     admission, 25-26  
     enrollments, 49  
     international students, 25-26, 31  
 Graduation requirements, 14, 77  
 Graham Hall, 39  
 Grants, 65  
     named and restricted, 65  
 Greek courses, 139-140  
 Greene, John M., 5-6  
 Greenhouses, 38  
 Gymnasium, 41  
     hours, 41  
  
 Hallie Flanagan Studio Theatre, 39  
 Hamburg, study abroad, 22  
 Hampshire College,  
     cooperative program with, 18  
     cooperative Ph.D., 25  
 Health educator, 43  
 Health insurance, 33, 43, 57  
     for graduate students, 33  
     and study abroad, 43  
 Health professions advising, 16  
 Health professions program, 134  
 Health regulations, 43  
 Health Services, 33, 43  
 Hebrew courses. *See* Religion and biblical literature.  
 Helen Hills Hills Chapel, 43  
 High school preparation for applicants, 69-70  
 Hillyer Hall, 39  
     Art Library, 39  
 Hispanic studies. *See* Spanish and Portuguese.  
 History, 233-242  
 History of the sciences, 243-244  
 History of Smith College, 5-11  
 Honor code, 16-17  
 Honors program, 18-19  
 Houses, 42  
     graduate students, 32  
 How to get to Smith, iv  
 Human Performance Laboratory, 41  
  
 IBM personal computers, 40  
 Independently designed majors, 14  
 Independent study, 19, 78  
     abroad, 23  
 Industrial engineering, 183  
 Infirmary, 43  
 Information Systems, 40-41  
 Inpatient services, 43  
 Inquiries and visits, 1  
  
 Insurance, health, 33, 43, 57  
     for graduate students, 33  
 Insured Tuition Payment Plan, 60-62  
 Intercollegiate athletics, 355-356  
 Intercollegiate Center for Classical Studies in Rome, 22  
 Interdepartmental and extradepartmental course offerings, 339  
 Interdepartmental majors, 14  
     honors, 18  
 Interdepartmental minors, 15  
 Interlibrary loan, 38  
 Intermediate Health Care Facility, 43  
 International baccalaureate, 73  
 International relations, 245-247  
 International Relations Certificate Program, 352  
 International students  
     admission, 74  
     admission of graduate, 25-26, 32  
     Certificate of Graduate Studies, 25, 32  
     Diploma in American Studies, 32  
     financial aid, 74  
     graduate fellowships, 35  
     summary of enrollment, 46  
 Internships  
     credit, 18-19, 78  
     career, 42  
     semester in Washington, 24, 234  
     Smithsonian Institution, 24, 96  
 Interterm, 3  
     credit status, 81  
 Interview, for admission applicants, 73  
     career, 42  
 Intramural athletics, 41, 356  
 Italian language and literature, 248-250  
     master's degree, 28  
 Italy, study abroad, 20-22  
  
 Jahnige Social Science Research Center, 40  
 Japan, study abroad, 23  
 Japanese. *See* East Asian studies  
 Jean Picker Semester-in-Washington Program, 24, 243  
 Jewish chaplain, 43  
 Jewish studies, 251-253  
 Job, campus, 65  
     searches, 42  
     summer, help with, 42  
 Junior Year Abroad Programs, 20-22  
     course loads, 77  
     enrollments, 45  
  
 Kennedy professorship, 11  
 Kyoto, study abroad, 23  
  
 Landscape architecture. *See* Art.

- Language Laboratory, 40
  - hours, 40
- Late course changes, 79
- Late registration, 79
- Latin American studies, 254–255
  - Five College certificate in, 353
- Latin courses, 140–141
- Latin honors, 49
- Leaves of absence, 83–84
- Leicester, England, Junior Year in, 22
- Library, 37–38
  - hours, 38
  - career resource, 42
- Loans
  - graduate study, 35
  - undergraduate study, 65
- Logic, 256–257
- Lyman Plant House, 38
  
- Major, 14
- Majors, enrollment, 47–48
- Majority, age of, 83
- Mandatory medical leave, 84
- Marine sciences, 258–259
- Maritime studies, 24
- Master of arts programs, 27–29
- Mathematics, 260–265
- McConnell Hall, 38
- Mechanical engineering, 184
- Medical leave of absence, 84
- Medical professions program, 134
- Medical services, 43
- Medieval studies, 266–268
- Mendenhall Center for the Performing Arts, 39–40
- Mendenhall, Thomas Corwin, 7–8, 358
- Microbiology. *See* Biological sciences.
- Microcomputers, 40
- Minor, 15
- Morrow, Dwight W., Scholarships, 66
- Mount Holyoke College
  - cooperative program with, 18, 24
  - cooperative Ph.D. program, 25, 32
  - Twelve College Exchange, 24
- Museum of Art, 39
  - hours, 39
- Music, 269–277
  - facilities, 39
  - fees for practical music, 57
  - gospel, 44
  - master's degree, 28–29
  - scholarships, 66
- Mystic Seaport Program, 24
  
- National Theatre Institute, 24
- Neilson, William Allan, 6–7
- Neilson chair, 10, 11
- Neilson Library, 37–38
- Neilson Scholarships, 66
- Newman Association, 44
- Neuroscience, 278
- Nondegree studies, 32–33
- Nondiscrimination policy, inside front cover
  - graduate, 26
- Nonmatriculated students, 18, 78–79
  
- Off-campus study programs, 18–24
- Off-campus residence, fee, 57
- Outpatient services, 43
  
- Parent Loans for Undergraduates, 65
- Paris, study abroad, 22
- Payment plans, 59–62
- Pell Grant program, 65
- Performing arts, 39
- Perkins Loan (formerly NDSL)
  - graduate, 35
  - undergraduate, 65
- Permission for course admission, 78
- Personal computers, 40
- Ph.D. programs, 25, 32
- Phi Beta Kappa Society, 49–50
- Philosophy, 279–284
  - doctorate, 32
  - master's degree, 29
- Photography, facilities for, 39
- Physical education, master's program, 31
  - See also* athletic program; exercise and sport studies.
- Physical fitness, 42
- Physics, 285–287
- Placement, advanced, 72–73, 81
- Political economy, 288
- Political science. *See* Government.
- Pomona-Smith Exchange, 24
- Portuguese, 315
  - See also* Spanish and Portuguese
- Prehealth professions program, 16, 134
- Prelaw advising, 16
- Prebusiness advising, 16
- Premedical professions program, 16, 134
- Privacy of student records, 83
- Prizes 49–54
- Probationary status, 82
- Programa de Estudios Hispánicos en Córdoba, 22
- Protestant chaplain, 43
- Psychology, 289–295
- Public Policy, 296–297
  
- Rare Book Room, 38
- Readmission, 84
- Refunds, withdrawal, 58–59
  - graduate students, 34

- Junior Year Abroad, 20
- Registration, course, 36, 79
  - late fee, 79
- Regular Decision Plan, 71
- Religion and biblical literature, 298–306
  - Master's degree, 29
- Religious expression, 44
- Repeating courses, 81
- Required course work for graduate students, 36
- Requirements
  - for admission, 69–71
  - for completion of course work, graduate, 36
  - for the degree, 8, 77
    - advanced placement credit toward, 72–73, 81
  - residence
    - graduate, 26–27
    - transfer, 74
    - undergraduate, 77
- Research, career, 42
- Research fellowship, 35
- Research, scientific, 38
  - social science center, 40
- Residence requirements, 74, 77
  - for graduate students, 26–27
- Residential houses for undergraduates, 42
- Résumés, 42
- Riding lessons, fees for, 57
- Rome, study abroad, 22
- Room and board, 55
  - Ada Comstock Scholars, 58
  - graduate students, 34
  - undergraduates, 55
  - refund policy, 58–59
- ROTC scholarships, 66
- Russia, study abroad, 22–23
- Russian language and literature, 307–310
- Sabin-Reed Hall, 38
- Sage Hall, 39
- Satisfactory progress toward degree, 82
- Satisfactory/unsatisfactory grading option, 80–81
- SATs, 69–70
- Schedule of class times, inside back cover
- Scholarships, 66
  - graduate, 35
- Science Center, 38–39
- Science courses for beginning students, 310
- Science Library, 38
  - hours, 39
- Scott Gymnasium, 41
- Secondary-school preparation, 69–70
- Seelye, Laureus Clark, 6
- Semester-in-Washington Program, 24, 234
- Semesters, 2–3
  - course program, 77
- Seminars, admission to, 78
- Senior year, credit requirements for entering, 81
- Separation from the college, 82
- Shortage of credits, 81
- Sigma Xi, Society of the, 49
- Smith, Sophia, 5
- Smith Scholars Program, 19
- Smithsonian Institution internship, 24, 96
- Social Science Research Center, 40
- Sociology, 311–314
- Sophia Smith Collection, 38
- Sophia Smith Scholarships, 66
- Spanish and Portuguese, 315–320
- Spanish-speaking countries, foreign study in, 22
- Special Studies, admission to, 78
- Sports, 41, 196–203, 355–356
- Squash courts, 41
- Standardized tests
  - for admission, 69–70
  - for graduate applicants, 26
- Stafford Loans, 65
  - for graduate students, 35
- Student Counseling Service, 43
- Student Government Association, 37, 56
  - activities fee, 55, 58
- Student housing, 42
- Student-initiated courses, 78
- Student organizations, religious, 43
- Students
  - enrollment statistics, 45
  - geographical distribution, 46
- Studio art fees, 57
- Study abroad, 20–23
- Study at Historically Black Colleges, 23–24
- Summer courses, credit for, 17, 81
- Summer jobs, help finding, 42
- Supplemental Educational Opportunity Grants, 65
- Swimming pool, 41
- Switzerland, study abroad, 21
- Symbols and abbreviations, explanations of, 88–89
- Teacher certification, 177
- Teaching fellowships, 35
- Teaching, master of arts in, 29–30
- Ten-Month Payment Plan, 59–62
- Tennis courts, 41
- Theatre, 321–328
  - master of fine arts in playwriting, 31
  - master of arts, 29
- Theatre building, 39
- Third World development studies, 329–330



- Toll-free number for information
  - about financial aid, 67
- Track, 41
- Transfer students
  - admission, 73–74
  - financial aid, 64
- Trinity, study at, 24
- Trustees, board, of, 357
- Tryon Hall, 39
- Tuition
  - for graduate students, 34
  - grants to area students, 67
  - payment plans, 59–62
  - refund policy, 58–59
- Twelve College Exchange Program, 24
- TV studio, 39
- University of Massachusetts
  - cooperative Ph.D. program, 25, 32
  - cooperative program with, 18
  - ROTC, 66
- Urban studies, 331
- Vacations, academic, 2, 3
  - Junior Year Abroad, 20
- Vassar, study at, 24
- Visiting Student Program, 74
- Visits to the college, 1
- Wallfisch, Ernst, music scholarship, 66
- Washington intern programs, 24, 234
- Weight training room, 41
- Wellesley, study at, 24
- Werner Josten Library, 39
  - hours, 40
- Wesleyan, study at, 24
- Wheaton, study at, 24
- William Allan Neilson Library, 37–38
- Williams, study at, 24
- Williams-Mystic Seaport Program in
  - American Maritime Studies, 24
- Withdrawal from the college
  - Junior Year Abroad Programs, 20
  - medical, 84
  - personal, 83–84
  - refund policy, 58–59
  - refunds for graduate students, 34
- Women's studies, 332–338
- Work-study program, 65
- Wright, Benjamin Fletcher, 7
- Wright Hall, 40
- Writing assistance, 41
- Writing courses, 95–96, 185–186
- Zoology. *See* Biological sciences.







# Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B	G	B
10-10:50 a.m. C		C		C
11 a.m.-12:10 p.m. D	10:30-11:50 a.m. H	D	H	D
1:10-2:30 p.m. E‡	1-2:50 p.m. J	E‡	1-2:50 p.m. L	E‡
2:40-4 p.m. F‡				
	3-4:50 p.m. K	F‡	3-4:50 p.m. M	F‡
			4-4:50 p.m. C+	

4:50 p.m.

7:30-9:30 p.m. X*	7:30-8:20 p.m. W		7:30-9:30 p.m. Y*	W		
		**			Z*	**

+ Additional meeting times for A, B, and C blocks, as noted in course listings  
‡ A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.  
\* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.  
\*\* Reserved for activities and events.

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**Northampton, Massachusetts 01063**

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**SMITH**

# SMITH COLLEGE BULLETIN

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## 1994-95 CATALOGUE





#### Notice of Nondiscrimination

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

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## 1994-1995 Catalogue

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Northampton, Massachusetts 01063  
(413) 584-2700





# Contents

How to Get to Smith .....	iv
Inquiries and Visits .....	1
Academic Calendar .....	2
History of Smith College .....	5
The Academic Program .....	13
Smith: A Liberal Arts College .....	13
The Curriculum .....	13
The Major .....	14
The Minor .....	15
Five College Certificate Programs .....	16
Advising .....	16
Academic Honor System .....	17
Special Programs .....	17
Accelerated Course Programs .....	17
The Ada Comstock Scholars Program .....	18
Community Auditing: Nonmatriculated Students .....	18
Five College Interchange .....	19
Departmental Honors Program .....	19
Independent Study Projects .....	19
Internships .....	19
Smith Scholars Program .....	20
Study Abroad Programs .....	20
Smith College Junior Year Abroad Programs .....	20
Consortial Study Abroad Programs .....	23
Independent Study Abroad .....	24
Other Off-Campus Study Programs .....	24
Graduate Study .....	27
Admission .....	27
Residence Requirements .....	28
Degree Programs .....	29
Nondegree Studies .....	33
Housing and Personal Services .....	34
Finances .....	35
Financial Aid .....	37
Changes in Course Registration .....	38
Policy Regarding Completion of Required Course Work .....	39
The Campus and Campus Life .....	41
Facilities .....	41
Student Residence Houses .....	46
Intercollegiate Athletics, Intramurals and Club Sports .....	46
Career Development .....	46
Health Services .....	47
Religious Expression .....	48
The Student Body .....	49
Summary of Enrollment, 1993-94 .....	49
Geographical Distribution of Students, 1993-94 .....	50
- Majors, 1993-94 .....	51
Academic Achievements, Prizes and Awards .....	53

<b>Fees, Expenses and Financial Aid</b> .....	61
Fees and Expenses .....	61
Contractual Limitations .....	66
Loan Options and Payment Plans .....	66
Financial Aid .....	70
<b>Admission</b> .....	75
Secondary School Preparation .....	75
Entrance Tests .....	76
Applying for Admission .....	76
First-Year Students' Admission Deadline Dates .....	77
Advanced Placement .....	78
International Baccalaureate .....	78
Interview .....	78
Deferred Entrance .....	78
Transfer Admission .....	79
International Students .....	79
Visiting Year Programs .....	79
Readmission .....	80
Ada Comstock Scholars Program .....	80
<b>Academic Rules and Procedures</b> .....	81
Requirements for the Degree .....	81
Election of Courses .....	81
Academic Credit .....	84
Academic Standing .....	86
The Age of Majority .....	87
Leaves, Withdrawal and Readmission .....	87
<b>Courses of Study, 1994-95</b> .....	89
Deciphering Course Listings .....	92
Afro-American Studies .....	94
American Studies .....	98
Ancient Studies .....	102
Anthropology .....	103
Archaeology .....	108
Art .....	110
Astronomy .....	123
Biochemistry .....	128
Biological Sciences .....	130
Chemistry .....	140
Classical Languages and Literatures .....	144
Comparative Literature .....	148
Computer Science .....	154
Dance .....	159
East Asian Languages and Literatures .....	168
East Asian Studies .....	172
Economics .....	175
Education and Child Study .....	182
Engineering .....	190
English Language and Literature .....	191
Ethics .....	201
Exercise and Sport Studies .....	202
Film Studies .....	211
Foreign Language Literature Courses in Translation .....	214
French Language and Literature .....	215
Geology .....	222
German Studies .....	226
Government .....	231
History .....	242

History of the Sciences .....	253
International Relations .....	255
Interterm Courses Offered for Credit .....	257
Italian Language and Literature .....	258
Jewish Studies .....	261
Latin American Studies .....	264
Logic .....	266
Marine Sciences .....	268
Mathematics .....	270
Medieval Studies .....	276
Music .....	279
Neuroscience .....	288
Philosophy .....	289
Physics .....	294
Political Economy .....	297
Psychology .....	298
Public Policy .....	305
Religion and Biblical Literature .....	307
Russian Language and Literature .....	316
Science Courses for Beginning Students .....	319
Sociology .....	320
Spanish and Portuguese .....	324
Theatre .....	331
Third World Development Studies .....	339
Urban Studies .....	341
Women's Studies .....	342
Interdepartmental and Extradepartmental Course Offerings .....	349
Five College Course Offerings by Five College Faculty .....	351
Five College Certificate in African Studies .....	360
Five College Certificate in International Relations .....	361
Five College Certificate in Latin American Studies .....	362
Five College Certificate in Middle East Studies .....	363
Five College Self-Instructional Language Program .....	364
<b>The Athletic Program</b> .....	365
<b>Directory</b> .....	367
The Board of Trustees .....	367
The Board of Counselors .....	368
Faculty .....	368
Administration .....	391
Standing Committees .....	394
Alumnae Association .....	395
<b>Index</b> .....	396
<b>Class Schedule</b> .....	inside back cover



## How to Get to Smith

**By Air:** Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

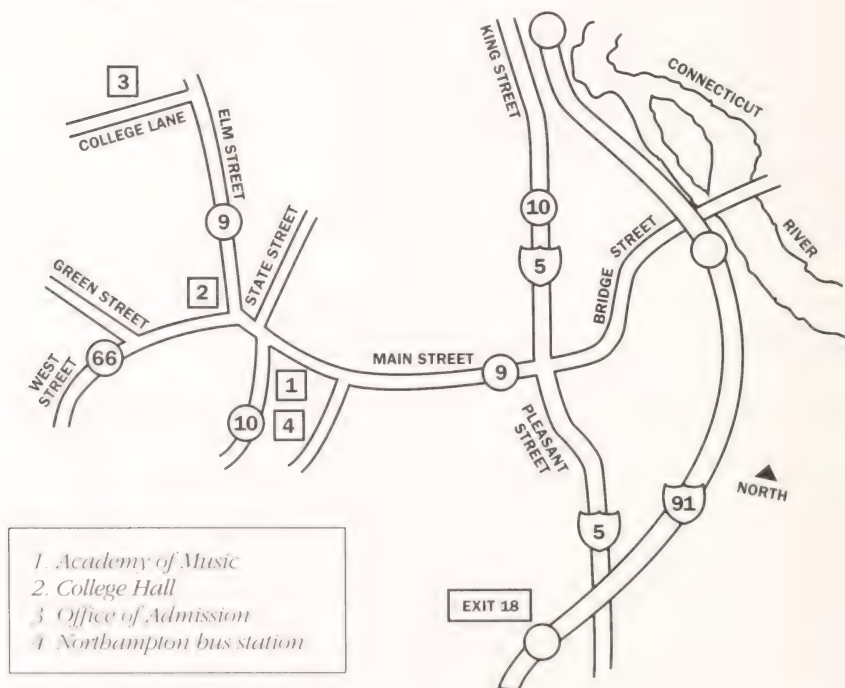
**By Train:** Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The

Springfield bus station is a short walk from the train station.

**By Bus:** Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

**By Car:** Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College  
Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

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# Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

## Admission

Nanci Tessier, *Director of Admission*  
7 College Lane  
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon.

## Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*  
College Hall 10  
(800) 221-2579, January 15–June 15  
(Monday–Thursday 2–9 p.m. Eastern time,  
Friday 2–4:30 p.m.)  
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of Bills

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Tom Riddell, *Dean of the First-Year Class*  
College Hall 23

Mary Philpott, *Dean of the Sophomore and Junior Classes*  
College Hall 23

Margaret Olivo, *Dean of the Senior Class*  
College Hall 23

Catherine Hutchison, *Associate Dean for International Study*

## Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*  
College Hall 32

## Students Affairs

Nancy Asai, *Associate Dean for Student Affairs/Residence*  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*  
Drew Hall

## Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Patricia O'Neil, *Registrar*  
College Hall 6

## College Relations

Mary B. Reutener, *Director*  
Garrison Hall

## Development

Charlotte B. Heartt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Anita Lighburn, *Dean*  
Lilly Hall

## Alumnae Association

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# Academic Calendar, 1994-95

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

## SEPTEMBER 1994

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## First Semester

Thursday, September 8, 9 a.m.—Houses open for entering students; orientation begins

Saturday, September 10, 10 a.m.—Houses open for returning students

Sunday, September 11—Sectioning. 7:30 p.m.—Opening Convocation

Monday, September 12, 8 a.m.—Classes begin

## OCTOBER 1994

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

To be announced by the president—Mountain Day (holiday)

Saturday, October 8—Tuesday, October 11—Autumn recess

Friday, October 28—Sunday, October 30—Family Weekend

## NOVEMBER 1994

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Wednesday, November 2—Otelia Cromwell Day

Monday, November 7—Friday, November 18—Advising and course registration for the second semester of 1994-95

Wednesday, November 23—Sunday, November 27—Thanksgiving recess

## DECEMBER 1994

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Friday, December 16—Last day of classes

Saturday, December 17—Sunday, December 18—Pre-examination study period

Monday, December 19—Thursday, December 22—Midyear examinations

Friday, December 23—Sunday, January 8—Winter recess



## JANUARY 1995

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## Interterm Period

Monday, January 9 through Saturday, January 28, 1995

## FEBRUARY 1995

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

## Second Semester

Sunday, January 29—Sectioning, 7:30 p.m.—All-college meeting

Monday, January 30, 8 a.m.—Classes begin

Wednesday, February 22—Rally Day exercises (all classes canceled)

## MARCH 1995

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Saturday, March 18—Sunday, March 26—Spring recess

## APRIL 1995

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Monday, April 3—Friday, April 14—Advising and course registration for the first semester of 1995-96

## MAY 1995

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Friday, May 5—Last day of classes

Saturday, May 6—Monday, May 8—Pre-examination study period

Tuesday, May 9—Friday, May 12—Final examinations

Sunday, May 21—Commencement

 : The college is not in session.



## History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college



part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopoli-

tan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges: McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College



Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her nine years as president, Mary Maples Dunn has led the college through exciting and challenging times. The college mounted a successful \$163 million fund-raising campaign, the largest ever by a private liberal arts college, and began constructing an \$18 million expansion of the science center facilities. President Dunn spearheaded a col-



lege-wide effort to fight racism and oversaw implementation of the Smith Design for Institutional Diversity. Among the design's goals now being fulfilled are increased numbers of faculty, staff and students of color; a yearly symposium on racism; and a special fund to incorporate material about non-Western or neglected American cultures in courses throughout the curriculum.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*

1927-32

**G. Antonio Borgese, Ph.D.**

*Comparative Literature*

1932-35

**Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.**

*English*

Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*

First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*

First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*

Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*

Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*

1942-43

**Edgar Wind, Ph.D.**

*Art*

1944-48

**David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.**

*English*

First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*

Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*

Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*

Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*

1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)**

*Astronomy*

First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*

Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*

Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*

Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)**

*Physics*

First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*

Second semester, 1961-62

**Dénes Bartha, Ph.D.**

*Music*

Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*

First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)**

*Chemistry*

Second semester, 1967-68

**Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)**

*Art*

Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*

First semester, 1971-72

**Louise Cuyler, Ph.D.**

*Music*

Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**

*American Studies*

1977-78

**Renée C. Fox, Ph.D., Litt.D. (Hon.)**

*Sociology and Anthropology*

First semester, 1980-81

**Auguste Anglès, Docteur ès Lettres**

*French*

First semester, 1981-82

**Victor Turner, Ph.D.**

*Religion and Biblical Literature*

First semester, 1982-83

**Robert Brentano, D. Phil.**

*History*

First semester, 1985-86

**Germaine Brée, Ph.D.**

*Comparative Literature*

Second semester, 1985-86

**Carsten Thomassen, Ph.D.**

*Mathematics*

First semester, 1987-88

**Charles Hamilton, J.D., Ph.D.**

*Government*

Second semester, 1988-89

**Triloki Nath Madan, Ph.D.**

*Anthropology*

First semester, 1990-91

**Armstead L. Robinson, Ph.D.**

*Afro-American Studies*

First semester, 1991-92

**Sheila S. Walker, Ph.D.**

*Afro-American Studies*

Second semester, 1991-92

**Roy S. Bryce-Laporte, Ph.D.**

*Sociology*

First semester, 1993-94

**Trinh T. Minh-ha, Ph.D.**

*Women's Studies*

Second semester, 1993-94

## The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

**Charles Mitchell, M.A.**

*Art History*

1974-75

**Felix Gilbert, Ph.D.**

*History*

1975-76

**Giuseppe Billanovich, Dottore di Letteratura Italiana**

*Italian Humanism*

Second semester, 1976-77

**Jean. J. Seznec, Docteur ès Lettres**

*French*

Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**

*History*

First semester, 1980-81

**Alistair Crombie, Ph.D.**

*History of Science*

Second semester, 1981-82

**John Coolidge, Ph.D.**

*Architecture and Art History*

Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**

*Music*

First semester, 1983-84

**Hendrik W. van Os, Ph.D.**

*Art*

First semester, 1987-88

**George Kubler, Ph.D.**

*Art*

Second semester, 1989-90

**Susan Donahue Kuretsky, Ph.D.**

*Art*

Second semester, 1991-92

**Diane De Grazia, Ph.D.**

*Art*

Second semester, 1993-94





# The Academic Program

## Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing "the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge," to which was added, "The former of these is, perhaps, the more important of the two." At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student's course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it "is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it."

In the spirit of "individual liberty [and] largeness of opportunity" Smith College has since 1970 had no distribution requirements for graduation. In the interest of "discipline" each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for "system" the college assigns each student a faculty member as academic adviser, and strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Indeed, for students entering in 1994 and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 53). The goal remains today what it was for our early dean, "to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion."

## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;

- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
- 7) *A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

### Curricular Expectations

Smith College has no required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 53) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

### The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies  
Anthropology  
Art  
Astronomy

German Studies  
Government  
History  
Italian Language and Literature



Biological Sciences  
Chemistry  
Classical Languages and Literatures  
Computer Science  
Dance  
Economics  
Education and Child Study  
English Language and Literature  
French Language and Literature  
Geology

Mathematics  
Music  
Philosophy  
Physics  
Psychology  
Religion and Biblical Literature  
Russian Language and Literature  
Sociology  
Spanish and Portuguese  
Theatre

Interdepartmental majors are offered in the following areas:

American Studies  
Ancient Studies  
Biochemistry  
Comparative Literature

Latin American Studies  
Medieval Studies  
Women's Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major in more than one department or program, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed majors should differ significantly from existing majors.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology  
East Asian Studies  
Engineering  
Ethics  
Film Studies  
History of the Sciences  
International Relations  
Jewish Studies

Latin American Studies  
Logic  
Marine Sciences  
Neuroscience  
Political Economy  
Public Policy  
Third World Development Studies  
Urban Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from more than one department or program. Approval must be

granted by each of the departments or programs concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. Student-designed minors should differ significantly from existing minors.

## **Five College Certificate Programs**

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

## **Advising**

### **Premajor and Major Advisers**

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **Minor Advisers**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Engineering Advising**

Students who are interested in engineering should consult the advisers listed on page 190.

## **Prebusiness Advising**

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Faculty and staff members who have agreed to serve for 1994-95 are: Bill Brandt, director of Physical Plant; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

## **Premedical and Prehealth Professions Advising**

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 139 for important information.

## **Prelaw Advising**

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

## **Academic Honor System**

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

## **Special Programs**

### **Accelerated Course Programs**

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer-school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit. Students whose acceleration plans



include courses to be taken during Interterm should be aware that these courses are limited both in number and in enrollment, and cannot be guaranteed as part of the acceleration plan.

### **The Ada Comstock Scholars Program**

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status and involvement in campus life after she enrolls at Smith. Each has a high level of ability and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences and arranging "big sisters" for new students. The full range of Smith courses, majors, minors and programs is open to Ada Comstock Scholars.

Some Ada Comstock Scholars take one four-credit course per semester, while others take as many as five. We consider 12 or more credits to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, page 80. Information about expenses and how to apply for aid can be found in the chapter titled Fees, Expenses and Financial Aid. For more information about the Ada Comstock Scholars Program, contact the Ada Comstock Scholars Program Office at (413) 585-3090.

### **Community Auditing: Nonmatriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$35 fee for each lecture course (\$150 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

## Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

## Departmental Honors Program

A departmental honors program allows a student with a strong academic background to study a particular topic in depth or undertake research in the department or program of her major.

Normally, the minimum requirement for eligibility and continued enrollment in the honors program is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Once accepted, a student is expected to make satisfactory progress toward the degree; if she does not, her status as a candidate for departmental honors will be reviewed. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

## Independent Study Projects

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Policy, and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Participation in any independent study project is limited to a specific semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the class deans' office.

## Internships

An internship on or off campus can be proposed by sophomores, juniors and seniors. All internships for credit must be approved in advance by the Committee on Academic Policy and are under the direct supervision of a member or members of the faculty of



Smith College. Total credit granted for approved internships cannot exceed eight credits. The deadlines for submission of proposals are November 30 for a second-semester program and April 30 for a first-semester program. Information and applications for internships are available in the class deans' office.

### Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply by November 30 or April 30 of any semester after the first semester of her sophomore year, but no later than the spring semester of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

Advisers are expected to submit, each semester, evaluations of the student's progress. If the special project is not progressing well, a student may be asked to withdraw from the Smith Scholars Program and resume a normal course program.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance and the subcommittee's recommendation with respect to her degree. A Smith Scholar may or may not complete a regular departmental major.

### Study Abroad Programs

Applications for Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris must be filed by February 15. Applications for Consortial Study Abroad programs must be filed by the date indicated for each program. Applications for Independent Study Abroad must be filed by February 1. Interested students should consult reference materials in the Office for International Study, College Hall 23.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs must keep in mind that the year elsewhere does not count toward the required two years in residence in Northampton. Normally, a student with a shortage of credit is not given permission to study abroad.

### Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research and residence in foreign countries.



There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Students from Smith and other colleges are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 34 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with a minimum cumulative grade point average of 3.0 (B), a declared major and sufficient language training are selected each year to spend the year abroad. Normally, students are required to take two years of college French, German or Italian prior to participating. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

The selection of members for each group is determined by a special committee. All applications for the Smith College Junior Year Abroad Programs must be filed with the Office for International Study by February 15.

For all programs, the comprehensive fee covering tuition, room and board when classes are in session is the same as the comprehensive fee for the year's study in Northampton. Students are responsible for arranging and paying for their own round-trip transportation to the program site and for all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature and history are also given as preparation for

the more specialized work of the academic year. In October the students are matriculated at the University of Florence together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for Italian Language and Literature.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, history of art and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and Oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris in September. The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Specific language requirements are stated prior to the course listings for French Language and Literature.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Specific language requirements are stated prior to the course listings for German Studies.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atelier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at



such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for French Language and Literature.

### **Consortial Study Abroad Programs**

Students may also apply to participate in any of the five other programs with which the college has formal affiliation. Students applying to consortial programs must have a minimum grade point average of 3.0 (B), meet the language requirements of the specific program and have declared a major. Applications must be filed with the Office for International Study by the date indicated for each program.

**Programa de Estudios Hispánicos en Córdoba (PRESHCO).** Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due in the Office for International Study no later than February 1.

**Intercollegiate Center for Classical Studies in Rome (ICCS).** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the Department of Classical Languages and Literatures. Applications are due in the Office for International Study no later than February 1.

**American Collegiate Consortium (ACC).** Located at Middlebury College, ACC permits one or two qualified undergraduates a year from Smith to spend a full year studying at one of the many universities in Russia. Students must have three years of college Russian or the equivalent. Interested students should consult the Department of Russian Language and Literature. Applications are due in the Office for International Study no later than December 15.

**Associated Kyoto Program (AKP).** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Participants must have completed at least two years of college Japanese. Interested students should consult the director of East Asian studies or the AKP campus representative. Applications are due in the Office for International Study no later than January 20.



**South India Term Abroad (SITA).** Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students should consult Dennis Hudson, professor of religion. Applications are due in the Office for International Study no later than February 1.

### **Independent Study Abroad**

Students may also apply for permission to study abroad independently on programs and at foreign universities that have been approved by the Committee on Study Abroad. Applicants for Independent Study Abroad must have a minimum cumulative grade point average of 3.0 (B), at least one year of college-level instruction in the language of the country (even if the language of instruction in the program is English) and a declared major. A limited pool of need-based financial aid is available only for students applying to study abroad independently in countries other than Australia, British West Indies, Canada, England, Ireland, New Zealand, Northern Ireland, Scotland and Wales. Applications for Independent Study Abroad must be filed in the Office for International Study by February 1.

## **Other Off-Campus Study Programs**

### **Study at Historically Black Colleges**

Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution. Application forms are available in the Office of the Class Deans and must be filed by March 1 preceding the year away from Smith College.

### **Twelve College Exchange Program**

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval

of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

### **Pomona-Smith Exchange**

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

### **Jean Picker Semester-in-Washington Program**

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 241.

### **Internship at the Smithsonian Institution**

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 100.





# Graduate Study

Office of Graduate Study  
106 Lilly Hall  
Smith College, Northampton, MA 01063

**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts (in dance and theatre), master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

## Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before February 15 of the spring preceding registration. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before February 1 of the proposed year of entry into the program; applications for the master

of arts program in Italian must be received on or before February 15 of the proposed year of entry into the program; applications for the master of fine arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the master of education of the deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as May 15 for first semester. The deadline for second-semester applications is December 1. Applicants must submit their credentials and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

## Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.



## Degree Programs

### Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of history, physics, psychology and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

**Education and Child Study.** At least three courses in education above the introductory level should be included in an applicant's undergraduate training as well as sup-



porting courses in child development and psychology or history and philosophy. Education 552a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination. Applicants should contact the chair of the Department of Education and Child Study to discuss their field of study.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**Music.** The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Religion.** Admission will normally be limited to qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

## Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass fail basis.

## Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

## Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be ob-



tained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063 or from the Office of Graduate Study.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Rodger Blum, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Fine Arts in Playwriting**

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300-level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

### **Master of Science in Exercise and Sport Studies**

The Department of Exercise and Sport Studies offers a two-year program specializing in the coaching of women's sports. A bachelor's degree or its equivalent is required. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits. To be counted toward the degree, all work, including the thesis or Special Studies, must earn a grade of at least B-. Courses for graduate credit may not be taken on a pass/fail basis.

### **Doctor of Philosophy**

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent re-



search. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

### **Master/Ph.D. of Social Work**

The School for Social Work offers a master's degree with one specialization: clinical social work. The program develops a master of clinical theory and practice as well as an understanding of the social, social service and policy contexts of practice. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research, education and practice; a Third-Year Diploma of theory and clinical practice; and extensive post-graduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

## **Nondegree Studies**

### **Certificate of Graduate Studies**

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### **Diploma in American Studies**

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

## Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing the date and degree received. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration. Nondegree students are not eligible for financial aid.

If you have previously taken a course as a nondegree graduate student you must contact the graduate office to have your application reactivated by the deadlines listed above for each semester in which you plan to take a course.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1994-95 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

**Room-Only Plan.** Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$2,880 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$6,390 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

### Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students born after January 1, 1956 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the doctors' office (outpatient department) and to participate in the Smith College health insurance program as follows:

**Doctors' office (outpatient department).** Use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a

charge of \$50 plus laboratory fees at the time of the first visit; immunization fees are separate.

**Health insurance.** The college has its own insurance plan, underwritten by Chickering Benefit Planning, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to parents and to independent students as a separate mailing from the first-semester bill. Enrollment in the Smith insurance plan may be canceled for students who can demonstrate comparable coverage. Students have until August 1 to cancel enrollment in the insurance.

## Finances

### Tuition and Other Fees\*

Application fee .....	\$45
Tuition for full-time work, for the year** .....	\$18,820
Room and board for the academic year† .....	\$6,390
Tuition for part-time work, per four-credit course .....	\$2,355
Health insurance	
(\$768 if coverage will begin July 1) .....	\$670
Continuation fee, per semester .....	\$50
Fees for nondegree students (special students)	
Application fee .....	\$45
Fee per four-credit course .....	\$2,355
Fee per one-credit course .....	\$590

For additional information concerning fees for practical music and studio art see pages 63-64.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 15. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### Deposit

A general deposit of \$100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees.

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Subject to change

\* This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.



provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

## Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. A \$100 administrative fee will be charged in addition to any refund calculations made. Credit balances remaining on an account at the time of withdrawal must be resolved before refund calculation is performed.

### First-time student

If a student attending Smith College for the first time (including transfer students) withdraws within the first 60 percent of the semester, that student will receive a *pro rata* refund (rounded down to the nearest 10th percent) based on the number of *days* in attendance. If that same student received Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins, Federal Stafford or Federal Plus), at least a portion of the refund must be returned to the Title IV programs.

A refund of tuition, room, board and fees will be calculated based on the number of days in attendance as follows:

Days in Attendance	Percent Refund	Refund of Tuition	Refund of Room*	Refund of Board*	Refund of Activity Fee
0	100%	\$9,410.00	\$1,440.00	\$1,755.00	\$81.50
1-7	90	8,469.00	1,296.00	1,579.50	73.35
8-14	80	7,528.00	1,152.00	1,404.00	65.20
15-21	70	6,587.00	1,008.00	1,228.50	57.05
22-28	60	5,646.00	864.00	1,053.00	48.90
29-35	50	4,705.00	720.00	877.50	40.75
36-42	40	3,764.00	576.00	702.00	32.60
43 or more	0	0	0	0	0

\*Room and board will be refunded as a combined credit.

If a student withdraws after 42 days of attendance (first 60 percent of the semester) have been completed, no refund of tuition, room, board or fees will be made.

### Returning student (includes a first-year student entering a second semester)

If a student withdraws on or after the first day of classes, a *non-pro rata* refund of tuition, board and fees will be calculated based on the number of *weeks* in attendance (includes any week comprised of only one day of class) as follows:

Weeks in Attendance	Percent Refund	Refund of Tuition	Refund of Board	Refund of Activity Fee
0	100%	\$9,410.00	\$1,755.00	\$81.50
1	75	7,057.50	1,316.25	61.13
2	50	4,705.00	877.50	40.75
3 or 4	25	2,352.50	438.75	20.37
5 or more	0	0	*	0

No refund of room will be made for returning students.

\*Any additional refund of board will be made on a per diem basis in accordance with policy set by the Office of the Controller.

If a student who has not canceled enrollment in the student health insurance and/or waived the MASSPIRG fee withdraws, no refund of these fees will be made once classes have begun. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and fees. All disbursed Title IV funds are an overpayment and must be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. College funds will be reduced at the same rate as the tuition, room, board and fees.

All appeals to this policy will be heard by an appeals committee, consisting of the chief financial officer (chair), registrar, class dean and associate dean of student affairs.

The date of withdrawal shall be the later of:

- The date the student notifies her dean or the registrar of her withdrawal in writing; or
- The date the student vacates college housing; or
- The date the college determines is the date of withdrawal—no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of a summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

## Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due February 15: the Financial Aid Form (FAF); the Free Application for Federal Student Aid (FAFSA); a copy of parents' IRS form 1040, upon request; a copy of student's IRS form 1040, 1040A or 1040EZ; and a financial aid transcript from each college or university attended.

Several scholarships are available for international students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at

present is \$8,220 for the first year and \$8,620 for the second year. Teaching fellows receive assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal Stafford Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

## Changes in Course Registration

*During the first 10 class days* (up to September 23 in the first semester, and February 10 in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser and the director of graduate study.
- B. A student may *drop* a course up to 20 days before the last day of classes (November 15 in the first semester, and April 7 in the second semester):
  - (1) after consultation with the instructor; and
  - (2) with the approval of the adviser and the director of graduate study.

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty.



A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## **Policy Regarding Completion of Required Course Work**

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.



## The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

### Facilities

Much of the daily campus activity at Smith occurs in the following centers.

#### Smith College Libraries

With a collection of books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases well in excess of one million items, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost.



through our international interlibrary loan service. Library computer systems include the Five College Online Catalog for the libraries at Smith as well as at Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst; the CD-ROM network of computerized periodical indexes; and the Internet, an international network of databases.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

#### Academic Year Hours for Neilson Library:

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, vacations and holidays.

#### Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. Young Science Library, one of the largest science libraries at a liberal arts college in the United States, houses more than 124,250 volumes, 17,117 microforms, 652 periodicals, 96 audio-tapes, 24 data files that are machine-readable on CD-ROM and a collection of 142,500 maps. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory

equipped with a 14-inch Schmidt-Cassegrain reflector and several small telescopes. Smith also has an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

#### Science Library hours:

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

#### Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by dark-room facilities, faculty offices, classrooms and the Hillyer Art Library with more than 60,000 volumes and 72,000 photographs. Graham Hall is a large auditorium used as needed for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	noon–10 p.m.

June–August:	Monday–Friday	10 a.m.–4 p.m.
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Museum hours:	Tuesday and Friday	9:30 a.m.–4 p.m.
	Wednesday, Saturday, Sunday	noon–4 p.m.
	Thursday	noon–8 p.m.

August:	Tuesday–Sunday	noon–4 p.m.
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January, June and July:	Wednesday, Saturday, Sunday	noon–4 p.m.
	Mondays, January 1, July 4,	
	Thanksgiving and Christmas	closed

#### Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts.

Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops and lounges that support productions in Theatre 14, which holds an audience of 430; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 76,100 books and scores and 49,200 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours:	Monday–Thursday	8 a.m.–11 p.m.
	Friday	8 a.m.–9 p.m.
	Saturday	10 a.m.–9 p.m.
	Sunday	noon–11 p.m.

## Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

## Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multi-media laboratory (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours:	Monday–Thursday	8:30 a.m.–noon 1 p.m.– 6 p.m. 7–11 p.m.
	Friday	8:30 a.m.–noon 1–5 p.m.
	Saturday	1–5 p.m.
	Sunday	1–5 p.m. 7–11 p.m.



## Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide local area network (LAN) allowing computer access from most buildings and residential houses. Resources, which are continually expanding, include over 160 IBM and Macintosh personal computers in three resource centers, used for text processing, graphics, numerical and data analysis and class assignments; and a cluster of six Digital Equipment Corporation VAX minicomputers, used for statistical analysis, developing courseware and software, electronic communication over the Internet network and many more creative purposes. In addition, Information Systems administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers at Smith, nor do Smith students need to be enrolled in a course using the computers to have access to them. Staffed by 33 professionals and more than 60 student assistants, Information Systems is an active and accessible resource for all students.

## Center for Academic Development

From its offices in Seelye 307, the Center for Academic Development offers a variety of programs to help students develop skills in writing and quantitative reasoning. Six professional writing counselors review essay drafts with students, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in Neilson Library, Seelye 307 and other locations. The director of the Quantitative Skills Program offers special tutoring and serves as a consultant to faculty members and students on topics relating to quantitative aspects of all courses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in time management and study skills and conducts research on current issues of learning and teaching.

## Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of two national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-

meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers. Our intercollegiate crew shells are housed on the Connecticut River.

Ainsworth Scott Gymnasium and  
Indoor Track and Tennis Facility

Monday-Thursday

6 a.m.-11 p.m.

Friday

6 a.m.-9 p.m.

Saturday-Sunday

8 a.m.-9 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 35 residence buildings with capacities of 14 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining area with other houses within the same geographic area. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.

## Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

## Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively (including practice interviewing on videotape); and



how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae, staff and faculty families are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We can provide injections for desensitization as requested by a student's own physician and many immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a



Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college physician first.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protestant faiths and help organize weekly services of worship. The Hillel Foundation, The Protestant Ecumenical Christian Church and Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups, such as the Smith Intervarsity Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Five College Christian Science Organization and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The Chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

# The Student Body

## Summary of Enrollment, 1993-94

### Undergraduate Students

	Class of 1994	Class of 1995	Class of 1996	Class of 1997	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	666 <sup>2</sup>	415	641	646	186	2,554
Not in residence <sup>3</sup>	20 <sup>4</sup>	204	10	0	15	249
Five College course enrollments at Smith:						
				First semester		568
				Second semester		638

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	61	42	17

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1986 was 88 percent by May 1992. For those entering in September 1987, 87 percent completed requirements by May 1993. (The period covered is equal to 150 percent of the normal time for graduation.)

1. Guest students are included in the counts of students in the Northampton area.
2. This includes 73 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 27 Smith students and one guest student in Paris; nine Smith students and four guest students in Hamburg; five Smith students and three guest students in Geneva; and 17 Smith students and five guest students in Florence.
4. This includes three Ada Comstock Scholars.

## Geographical Distribution of Students, 1993-94

### United States

Alabama	8
Alaska	4
Arizona	19
Arkansas	3
California	243
Colorado	40
Connecticut	178
Delaware	6
District of Columbia	14
Florida	63
Georgia	25
Guam	1
Hawaii	9
Idaho	11
Illinois	64
Indiana	31
Iowa	9
Kansas	8
Kentucky	11
Louisiana	3
Maine	52
Maryland	83
*Massachusetts	625
Michigan	40
Minnesota	39
Mississippi	4
Missouri	24
Montana	2
Nebraska	6
Nevada	4
New Hampshire	62
New Jersey	130
New Mexico	11
New York	309
North Carolina	27
North Dakota	3
North Mariana Islands	1
Ohio	67
Oklahoma	7
Oregon	36
Pennsylvania	100
Puerto Rico	4
Rhode Island	16
South Carolina	19
South Dakota	2
Tennessee	9
Texas	62
Utah	8
Vermont	62
Virginia	39

Virgin Islands	1
Washington	50
Wisconsin	23
U.S. Military	1

### Foreign Countries

Argentina	3
Armenia	1
Australia	1
Austria	3
Bangladesh	6
Barbados	1
Belgium	1
Bhutan	1
Bolivia	1
Bosnia-Herzegovina	2
Botswana	1
Brazil	2
Bulgaria	4
Canada	10
China, People's Rep.	11
Colombia	1
Croatia	2
Czechoslovakia	1
Estonia	1
Ethiopia	1
Finland	1
France	1
Germany	4
Greece	4
Guyana	1
Hong Kong	5
Hungary	2
Indonesia	1
India	12
Italy	1
Japan	24
Jordan	1
Kenya	3
Korea	17
Lesotho	1
Malawi	1
Malaysia	3
Mexico	1
Nepal	2
Netherlands	3
New Guinea	1
Nicaragua	2
Nigeria	1
Pakistan	2
Paraguay	1

Peru	1
Philippines	3
Poland	1
Russia	3
Saudi Arabia	3
Sierra Leone	1
Singapore	5
Somalia	1
South Africa	7
Sri Lanka	2
Sweden	1
Switzerland	1
Taiwan	2
Thailand	1
Tibet	1
Turkey	3
Ukraine	1
United Kingdom	6
Vietnam	1
Zimbabwe	1

\* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.



Majors, 1993-94	Class of 1994		Ada Comstock Scholars	Class of 1995	Totals
	(Srs.)	(Honor)			
Government	87	3	5	86	181
Art					145
Art History	33	3	4	32	72
Studio Art	19	7	7	25	58
Architecture & Urbanism	7	0	1	7	15
Psychology	60	3	6	52	121
English Language and Literature	51	5	7	48	111
Economics	50	4	2	40	96
Biological Sciences	50	2	10	41	103
History	24	1	4	34	63
American Studies	29	5	10	30	74
Women's Studies	21	4	5	34	64
Sociology	21	2	4	21	48
Mathematics	22	1	0	16	39
French					31
French Language & Literature	9	0	0	8	17
French Studies	9	0	0	5	14
Theatre	15	3	2	10	30
Education & Child Study	26	0	1	14	41
Anthropology	20	2	2	15	39
Religion & Biblical Literature	9	1	5	9	24
Geology	16	2	2	21	41
Comparative Literature	13	3	0	11	27
Computer Science	7	2	3	7	19
Philosophy	8	1	0	7	16
Music	7	0	2	9	18
Biochemistry	12	1	0	19	32
Chemistry	4	4	0	8	16
Latin American Studies	7	1	2	4	14
Italian Language & Literature	10	2	0	8	20
Afro-American Studies	7	2	1	1	11
East Asian Studies	3	0	0	1	4
German Language & Literature	6	0	0	3	9
Russian Language & Literature					10
Russian Literature	3	0	0	1	4
Russian Civilization	2	0	0	3	5
Russian Language & Literature	0	0	1	0	1
Spanish & Portuguese					13
Spanish Language & Literature	5	1	0	2	8
Latin-American Literature	2	0	1	2	5
Medieval Studies	5	0	1	3	9
Physics	3	0	0	7	10
Sociology and Anthropology	3	0	0	0	3
Ancient Studies	1	0	0	2	3
Smith Scholar	3	0	0	0	3
Classics	2	0	0	6	8
Astronomy	0	1	0	0	1
Dance	2	0	0	3	5
Dramatic Literature	1	0	0	0	1
Linguistics	1	0	0	1	2
Architectural Civil Engineering	0	0	0	1	1
Cognitive Science	0	0	1	0	1
Ethics	0	0	0	1	1
Middle Eastern Studies	1	0	0	0	1
Philosophy of Psychology	0	1	0	0	1



# Academic Achievements, Prizes and Awards

## Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

### Latin Honors

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 13-14 (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 93 for a listing of the designations used for the major fields of knowledge).

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be

used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of a high level of general achievement.

### Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

### First Group Scholars

Students whose records for the previous year include at least 28 credits graded A- or better and who have no grades below B- are named First Group Scholars. Those named generally represent the top five percent of the class.

### The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average



3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars.

### Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

### Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Stu-

dents and faculty may consult with the president or the secretary of the chapter for more information.

### Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

## Prizes and Awards

**The Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate to **Meredith Mundy '94**

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry to **Kathleen Stergiopoulos '94**

**The American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry to **Jennifer DiVirgilio '95**

An award from the **American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class to **Shawn Graber AC94J**

**The Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year to **Merrilee Mardon '94**

**The Elizabeth Babcock Poetry Prize** for the best group of poems to **Lavinia Yocum '94**

**The Sidney Balman Prize** for outstanding work in the Jewish Studies Program.

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class to **Claire Schneeberger '94**

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics to **Petya Koeva '96**

The **Samuel Bowles Prize** for the best paper on an anthropological subject to **Laura Qualliotine '94**

The **Samuel Bowles Prize** for the best paper on an economics subject to **Chonira Aturupane '94** and **Rosemarie Day '94**

The **Samuel Bowles Prize** for the best paper on a sociological subject to **Kaari Pitkin '94** and **Judith Walker AC94J**

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community to **Kimberly Wilson '94**

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin courses to **Cynthia Miller '94** and **Amanda Taylor '94**

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology.

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject to: First Prize: **Catherine MacGregor '96** and **Amy O'Neal '94**; Second Prize: **Meg Jones '96** and **Eleanor McConnell '94**

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course to **Lenka Kolářová '94**

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college to **Shaheen Chamrabagwala '94**, **Angela Flynn '94**,

**Magda Hernandez '94**, **Sandra Johnson '94** and **Mary Kane '94**

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest to **Liza Deman '92**

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science to **Shawn Graber AC94J**, **Dina Merrer '94**, **Elizabeth Redding '94** and **Kathleen Stergiopoulos '94**

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature to **Amy Cheng '95**

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management to **Maia Brodyfield '95**

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* to **Reneé Stein '94**

The **Carlile Prize** for the best original composition for carillon to **Alice Day '95**.

The **Julia Harwood Caverno Prize** for excellence in Greek to **Patricia Slatin '95**; and for the best performance in the beginning Greek course to **Amy Cohn '97**

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form to **Caitlin Dulac '97**

The **Sidney S. Cohen Prize** for outstanding work in the field of economics to **Chonira Aturupane '94**, **Sunita Barhan '94**, **Stephanie Eckman '94**, **Jessica McDermott '94** and **Ling Zhang '94**

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service.

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact to **Ann Robbart AC94**

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English to **Kathleen Vincent AC98**

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry to **Lesley Baker '97**, **Amy Cegielski '96** and **Maja Razlog '97**

The **Merle Curti Prize** to the student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize** for the best undergraduate work in political science to **Archana Korwar '94**

The **Alice Hubbard Derby Prize** for a member of the junior or senior class for excellence in the study of Greek literature to **Emily Ellis '95** and **Katherine Woolfitt '94**

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis to **Elizabeth Wadham AC94J**; for the best first-year essay on a literary subject; and for the best classroom essay.

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extra-curricular activities to **Satya Rhodes-Conway '94**

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject to **Aviva Meyer '94**

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ.

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year student or sophomore to **Meredith Martin '97**

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre to **Shaheen Chamarbagwala '94**

The **Settie Lehman Fatman Prize** for the best composition in music in small form; and in large form to **Peter Blanchette GR**

The **Heidi Fiore Prize** to a senior student of singing to **Inna Dukach '94**

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives to **Amy Cole '94**, **Ann Robbart AC94** and **Merril Winbanks AC94**

The **Harriett R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work or other contribution to the plant sciences at Smith to **Satya Rhodes-Conway '94** and **Katharine Wing '94**

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in course work in Biblical courses to **Kathleen Coyle '94**, **Junheng Luo '96** and **Patricia Slatin '95**

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature to **Bridget Laffler '94** and **Elizabeth Wadham AC94J**

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme to **Lauren Burchfield AC94** and **Amy Rosenberg '94**

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major to **Elizabeth Bennion '94**, **Giuseppa Carbone '95** and **Lauren Simonds AC95**



The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines to **Catherine Ahlin '96** and **Olivia Bloechl '96**

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music to **Heidi Lutz '95** and **Tracy Wong '94**

The **Arthur Ellis Hamm Scholarship Prize** awarded on the basis of the best first-year's record to **Megan Nuñez '96**, **Winona Stirling '96** and **Molly Tambour '96**

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer to **Elizabeth Wadham AC94**

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English to **Susannah Davidson '94**

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject to **Dina Merrer '94**, **Amy Morrow '94** and **Elizabeth Redding '94**

The **Margery Weddell Irish Prize** for the best student of watercolor in studio art this year.

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges or the University of Massachusetts to **Rebecca Grella '94** and **Angelica Jordan '95**

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture to **Amy Kakitis '94**

The **Barbara Jordan Award** for study of law to an African-American senior or alumna undertaking a career in law and public service to **Kysha White '94**

The **Mary Augusta Jordan Prize**, an Alumnae Association award, to a senior for the

most original piece of literary work in prose or verse composed during her undergraduate course to **Galen Perdue '98**

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas to **Jennifer Toth '94**

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession to **Shira Doron '94**, **Susan Lee '94** and **Aubrey Wright AC94**

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy to **Katherine Woolfitt '94**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, to a senior majoring in the history of art, with preference given to students interested in classical art at the graduate level to **Elizabeth Marlowe '94**

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris to **Karen Froehlich '95**, **Rachel Regan '95** and **Caroline Thomas '95**

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance to **Sarah Stillpass '94**

The **Emogene Mahony Memorial Prize** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a first-year student to **Joanna Slater '97**; and the best honors thesis submitted to the Department of English Language and Literature.

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ to **Heidi Lutz '95**

The **Jeanne McFarland Prize** for excellent work in women's studies to **Patricia Alvarado y Campos AC94** and **Christine Thomas '94**

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy to **Katherine Woolfitt '94**

The **Bert Mendelson Prize** to a member of the sophomore class for excellence in computer science to **Junheng Luo '96** and **Yilun Xu '96**; and to a member of the senior class majoring in computer science for excellence in that subject to **Rachel Beck '94**

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers, to **Ann Lattinville '96**

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college to **Amy Petcen '94**

The **Mrs. Montagu Prize** for the best essay on a literary subject concerning women to **Elizabeth Wadham AC94J**

The **Multicultural Award** of the Office of Minority Affairs to a junior or senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community to **Tandiwe Njobe '94** and **Andrea Watson '94**

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life to **Sandra Johnson '94**, **Cynthia Neil '94**, **Roberta Ritvo '94**, **Stephanie Silk '94** and **Elizabeth Wohlken '94**

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a junior in Paris or Geneva for her commitment to the French language and Euro-

pean civilization to **Rachel Ewing '95** and **Anne Gresho '94**

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics to **Eva Wailes '94**

The **Judith Raskin Memorial Prize** for the outstanding senior voice student to **Rachel Day '94** and **Leslie Green '94**

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate to **Elisabeth Carney '94**

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures to **Meredith Mundy '94**

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College to **Aubrey Wright AC94**

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities to **Chonira Aturupane '94**

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior to **Chonira Aturupane '94**

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies to **Elizabeth Bennion '94**, **Kirsten Elfendahl '94**, **Ann Robbart AC94** and **Patricia Vidil AC94**

The **Andrew C. Slater Prize** for excellence in debate to **Bridget Laffler '94**; and for most improved debater to **Carolyn Weiland '94**

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre to **Katha Washburn '94**

The Smith Council of the **Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism to **Naya Bloom '94**, **Tanya Chin '94**, **Sherryann Clovis '94**, **Tandiwe Njobe '94** and **Andrea Watson '94**

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose to **Galen Perdue '98J**; and for excellence in writing fiction to **Martha Moravec AC94**

The **Valeria Dean Burgess Stevens Prize** for excellent work in women's studies to **Jennifer Margulies '96** and **Margaret Rushing '94**

The **Mary Ellen Szmekowski Prize** awarded on the basis of merit to a premedical student enrolling in medical school.

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences to **Zoë Goldberg '94**

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life for the best group of poems to **Meredith Mundy '94**; and for the best individual poem to **Brookes McKenzie '96**

The **Tryon Prize** to a Smith or Five College undergraduate for the best essay on a work or works of art in the museum's permanent collection to: First Prize: **Amy Kurtz '96** and **Jennie McCahey '94**; Honorable Mention: **Caroline Jennings AC96**

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or re-

search in the areas of international relations, race relations or peace studies to **Simone Barretta '94**

The **Anacleto C. Vezzetti Prize**, established by the Austonia Club of Northampton, to a senior for the best piece of writing in Italian on any aspect of the culture of Italy to **Louisa Shea '94**

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual promise and leadership to **Michele McKenzie '96**

The **Ernst Wallfisch Prize** to a graduating senior enrolled in music performance (vocal or instrumental) at Smith who has demonstrated outstanding talent, commitment and diligence to **Kathryn Quigley '94**

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics to **Catherine Mount AC94**

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies to **Natasha Wendt '94**

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history to **Sara Fisher AC94**





## Fees, Expenses and Financial Aid

**W**hile many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$16,000, and 53 percent of our student body qualifies for need-based aid.

#### 1994-95 Comprehensive Fee (required annual fees)

	First semester	Second semester	Total
Tuition	\$9,410.00	\$9,410.00	\$18,820.00
Room*	1,440.00	1,440.00	2,880.00
Board*	1,755.00	1,755.00	3,510.00
Student activities fee	81.50	81.50	163.00
	<hr/> \$12,686.50	<hr/> \$12,686.50	<hr/> \$25,373.00

\* Room and board will be billed as a combined charge of \$3,195 each semester.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due August 15; for the second semester January 15. Checks should be made payable to Smith College and forwarded to the address indicated on the billing statement. Balances unpaid at the time due are subject to a Late Payment Fee (LPF) of 1.25 percent per month (15 percent APR). Nonpayment of fees may prevent students from participating in the house decision process, preregistering for classes, registering for classes and receiving grade transcripts or diplomas. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$500 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The student activities fee of \$163 is split between the two semesters and goes to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

## Other Fees and Charges

### • Application for admission — \$45

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to January 15. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars Office by February 15.

### • General deposit — \$100

Upon admittance each new entering student pays a general deposit of \$100 as part of a \$300 enrollment deposit. A student entering under the Early Decision Plan pays the deposit by January 1. All other entering students pay the deposit by May 1. This is a one-time deposit that will be refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

### • Room/class deposit — \$200

Upon admittance each new entering student pays a room/class deposit of \$200 as part of a \$300 enrollment deposit. Each student pays a room/class deposit each year that is applied in total to the first-semester bill of the subsequent year and reserves both a room and a place in class for resident students and a place in class for nonresident students (those students taking courses at Smith but who live off campus). Entering students pay this deposit by May 1 as part of a \$300 enrollment deposit; returning students pay it by March 4. The deposit is nonrefundable. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, credited to her account in July to be applied to the next semester's year's fees. In all cases, the room/class deposit



is forfeited if a student withdraws from the college. Upon request, the deposit may be waived for a student whose need-based aid covers total fees. Payment of the room/class deposit alone does not guarantee participation in the house decision process for a returning resident student. The tuition account must also be in good standing as determined by the bursar in the Office of the Controller in order for the student to become eligible to participate in the process.

• **Nonresident fee — \$20 per semester**

The nonresident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

• **Health insurance — \$670**

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to parents as a separate mailing from the first-semester bill. Enrollment in the Smith insurance plan may be canceled for students who can demonstrate comparable coverage. Students have until August 1 (or January 1 for spring entrants) to cancel enrollment in the insurance.

• **Refrigerator energy fee — \$30 per semester**

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

• **Fees for musical instruction, per semester**

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

One hour lesson per week .....	\$300
Courses in ensemble when given individually .....	\$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily .....	\$25 per year
Use of a practice room, one hour daily, and of a college instrument .....	\$50 per year
Use of organ, one hour daily .....	\$100 per year

• **Fees for riding classes, per semester**

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students, at a cost of \$360 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week .....	\$310
Three lessons per week .....	\$435

#### • Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials .....	\$5-\$63
Additional supplies .....	\$12-\$100

#### • Chemistry laboratory course, per semester — \$6-\$15 plus breakage

#### • Continuation fee—\$50 per semester

Students on leaves of absences or attending other institutions on exchange programs will be assessed a continuation fee to maintain enrollment status at the college.

#### • Fee for nonmatriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit .....	\$2,355
For auditing, per lecture course .....	\$35
For auditing, per performance or language course .....	\$150

#### • Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or nonresident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee .....	\$45
Room and board one night per week, per semester (15 weeks) .....	\$510
One four-credit course .....	\$2,355
Two four-credit courses .....	\$4,710
Three four-credit courses .....	\$7,065
Four or more four-credit courses .....	\$9,410
Each one-credit course .....	\$590

#### • Student Activity Fee

This \$163 fee is set by the Student Government Association, as approved by a vote of the student body. It supports clubs and organizations on campus.

#### • MASSPIRG

This waivable \$8 fee is approved by a vote of the student body and funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. It will appear as a charge on the spring semester billing.

### Refunds

A general deposit of \$100, paid by each admitted student as part of the \$300 enrollment deposit, is not part of the college fee. The deposit is refunded in October, or

approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees.

A refund must be calculated if a student has withdrawn on or after the first day of classes but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. A \$100 administrative fee will be charged in addition to any refund calculations made. Credit balances remaining on an account at the time of withdrawal must be resolved before refund calculation is performed.

• **First-time student**

If a student attending Smith College for the first time (including transfer students) withdraws within the first 60 percent of the semester, that student will receive a *pro rata* refund (rounded down to the nearest 10th percent) based on the number of *days* in attendance. If that same student received Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins, Federal Stafford or Federal Plus), at least a portion of the refund must be returned to the Title IV programs.

A refund of tuition, room, board and fees will be calculated based on the number of days in attendance as follows:

Days in Attendance	Percent Refund	Refund of Tuition	Refund of Room*	Refund of Board*	Refund of Activity Fee
0	100%	\$9,410.00	\$1,440.00	\$1,755.00	\$81.50
1-7	90	8,469.00	1,296.00	1,579.50	73.35
8-14	80	7,528.00	1,152.00	1,404.00	65.20
15-21	70	6,587.00	1,008.00	1,228.50	57.05
22-28	60	5,646.00	864.00	1,053.00	48.90
29-35	50	4,705.00	720.00	877.50	40.75
36-42	40	3,764.00	576.00	702.00	32.60
43 or more	0	0	0	0	0

\*Room and board will be refunded as a combined credit.

If a student withdraws after 42 days of attendance (first 60 percent of the semester) have been completed, no refund of tuition, room, board or fees will be made.

• **Returning student** (includes a first-year student entering a second semester)

If a student withdraws on or after the first day of classes, a *non-pro rata* refund of tuition, board and fees will be calculated based on the number of *weeks* in attendance (includes any week comprised of only one day of class) as follows:

Weeks in Attendance	Percent Refund	Refund of Tuition	Refund of Board	Refund of Activity Fee
0	100%	\$9,410.00	\$1,755.00	\$81.50
1	75	7,057.50	1,316.25	61.13
2	50	4,705.00	877.50	40.75
3 or 4	25	2,352.50	438.75	20.37
5 or more	0	0	*	0

No refund of room will be made for returning students.

\*Any additional refund of board will be made on a per diem basis in accordance with policy set by the Office of the Controller.



If a student who has not canceled enrollment in the student health insurance and/or waived the MASSPIRG fee withdraws, no refund of these fees will be made once classes have begun. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and fees. All disbursed Title IV funds are an overpayment and must be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. College funds will be reduced at the same rate as the tuition, room, board and fees.

All appeals to this policy will be heard by an appeals committee, consisting of the chief financial officer (chair), registrar, class dean and associate dean of student affairs.

The date of withdrawal shall be the later of:

- The date the student notifies her dean or the registrar of her withdrawal in writing; or
- The date the student vacates college housing; or
- The date the college determines is the date of withdrawal—no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of a summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

## Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## Loan Options and Payment Plans

In addition to the Smith Semester Plan (SSP), in which annual fees are paid in two equal installments (no application is required), the college offers a Ten-Month Payment Plan (TMPP). This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments automatically debited from his or her bank account via the Automatic Clearing House (ACH) program, beginning June 15 prior to entrance and ending the following March 15. A non-refundable registration fee of \$40 is required with each participation. The college also participates in the Knight Ten-Month Payment Plan (KTMP), an alternate monthly payment plan offered by Knight College Resource Group. Additionally, parents who wish to shelter themselves from future tuition increases only may use the Prepaid Tuition Stabilization Plan (PTSP), paying for all eight semesters of tuition at the current rate by August 1.

Following is a list of various loan options and payment plans available. Further details about these plans are included in the *Financing a Smith Education* handbook, mailed by the Office of the Controller to parents of all students in April.

## Summary of Loan Options and Payment Plans

	STUDENT LOANS		PARENT/FAMILY LOANS	
	Federal Stafford Loan	MassPlan	MassPlan for Prepaid Tuition Stabilization Plan	AchieverLoan
Eligibility	Enrollment at least 1/2 time; undergraduate or graduate borrower	Creditworthy families of Smith students from any state	Creditworthy families of Smith students who do not qualify for Smith grant aid	Creditworthy families of Smith students
Annual limits (limits may be higher for independent students)	1st year - \$2,625 2nd year - \$3,500 3rd year - \$5,500 4th year - \$5,500 Graduate - \$8,500	\$2,000 to total fees for 1 year	2, 3 or 4 times current tuition	\$2,000 to total fees for 1 year or for all 4 years
Aggregate loan limits	\$23,000 undergraduate; \$65,500 graduate and undergraduate combined	N/A	N/A	N/A
Service/Origination/Application fee	3%	No application fee; 3.75% origination fee	No application fee; 3.75% origination fee	\$55; 3% origination fee
Interest rate	Variable 91-day T-bill + 3.1% Current rate: 6.22%*	Fixed Rate - 7%** Variable rate based on monthly sale of commercial paper. Current rate: 5.97%*	Fixed Rate - 7%** Variable rate based on monthly sale of commercial paper. Current rate: 5.91%*	Fixed inception rate of 7.25% thru 5.95%, variable quarterly set to 13-week T-bill + .50% Current rate 7.25%*
Guarantee fee	1%	None	None	None
Advantages	Allows 10-year repayment; low-interest loans made to students even if they do not qualify for need-based aid; can defer payment until after graduation; in-school interest subsidy available based on need	Low monthly payments; 15-year repayment for fixed interest loan or 10-year repayment for variable interest loan; home mortgage option	Same as MassPlan; also, protection against tuition increases	Allows for 15 years to repay; home mortgage option; principal payments may be deferred while student is enrolled

\* as of 2/1/94

\*\* Estimated

continued

## Summary of Loan Options and Payment Plans (cont.)

## PARENT/FAMILY LOANS

	Share Loan	Federal Parent Loan to Undergraduate Students (FPLUS)	ExtraCredit Loan	ExtraTime Loan
Eligibility	Creditworthy families of Smith students	Creditworthy parents of dependent students; credit check performed but no formal debt to income analysis required	Creditworthy families of Smith students	Creditworthy families of Smith students
Annual limits (limits may be higher for independent students)	\$2,000 to cost of attendance less other financial aid	Cost of attendance less other financial aid	Cost of attendance less other financial aid for 1-4 years	Cost of attendance less other financial aid
Aggregate loan limits	N/A	Cost of attendance less other financial aid	Same as above	N/A
Service/Origination/Application fee	None	3%	\$45	\$45
Interest rate	Monthly variable: prime + 2%. Current rate: 8%* One year renewable: prime + 3-4% (9.5% until 8/1/94).	1-yr. T-bill + 3.1% Current rate: 6.64%*	Fixed inception rate 7.25% thru 5/95, then variable quarterly set to 13-week T-bill + 4.5%. Current rate: 7.25%*	13-week T-bill + 4.5% Current rate: 7.5%*
Guarantee fee	5%	1%	None	3%
Advantages	Allows 20-year repayment; choice of principal and interest payments or interest only	Allows 10-year repayment; loan is federally guaranteed; low interest rate	Allows 10- or 15-year repayment; one time application for all four years	Allows 10-year repayment; repayment of principal deferred while student is enrolled; low interest rate



PAYMENT PLANS

Smith Semester Plan	Smith Ten-Month Payment Plan	Smith Pre-paid Tuition Stabilization Plan	Knight Ten-Month Payment Plan	TERI Tuition Payment Plan
All Smith families	All Smith families	Families not eligible for Smith grant aid	All Smith families	All Smith families
Tuition, room, board and fees	Tuition, room, board and student activities fees	2, 3 or 4 times current tuition	Cost of attendance	Total fees
N/A	N/A	N/A	N/A	N/A
No fee or application is required	\$40	None	\$40	\$35 for first time; \$30 for renewed plan
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
Allows for two payments	Allows 10 monthly payments automatically debited from your bank account	Participants do not incur tuition increases	Allows 10 equal payments; optional life and total disability insurance is available	No interest to pay; insurance

## Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort fully to aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan. A brochure supplementing the information here is available from the Office of Financial Aid.

To determine a student's need, a family submits the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF) to the College Scholarship Service, requesting that copies be sent to Smith. (Our code number is 3762.) The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed FAFSA and FAF from the College Scholarship Service, we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and FAF forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see pp. 86-87).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to any student in an emergency situation.

You must apply for financial aid at the time you apply for admission. If you do

not, you will be ineligible to apply for or receive college aid until you have completed 64 credits at Smith (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you will not receive college grant aid or work-study jobs during your first two years at Smith, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emergency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Fall Early Decision Plan and January Transfers	Winter Early Decision Plan	Regular Decision, September Transfers and Ada Comstock Scholars
Submit the Free Application for Federal Student Aid and the Financial Aid Form	Early version due November 15 Regular version due after January 1	January 1	February 1 (February 15 for Ada Comstock Scholars)
Send the Smith financial aid application and prior-year tax returns to the Office of Financial Aid	November 15	January 1	February 1 (February 15 for Ada Comstock Scholars)
Receive notification from Smith of financial aid awards	mid-December	early February	early April
Send photocopy of applicant's and parents' most recent federal income tax return to the Smith Office of Financial Aid	November 15	January 1	February 1
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1	June 1

### Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class, but must include a financial aid transcript from each institution attended. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. Grant aid from college funds is limited to the amount billed for tuition, activity fee



and room and board if living in a campus house; federal or state grants and loans may pay a portion of other expenses. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence about admission should be addressed to the Ada Comstock Scholars Program Office. See page 80.

### **Financial Aid Awards**

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

**Loans.** Most students borrow through the Federal Stafford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under "Loan Options and Payment Plans." Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Federal Stafford and Federal Parent Loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount suggested in the award letter, plus enough to cover required fees. Inquiries about student loans should be addressed to the loan coordinator in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work eight hours a week, usually for Residence and Dining Services, with an earnings ceiling of \$1,450. Students in other classes hold regular jobs of 10 hours a week and can earn up to \$1,800. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the financial aid and career development offices. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts state Gilbert Grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by close to 137 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

The director of financial aid has available a number of named and restricted grants to assign, sometimes in consultation with the donor. No separate application is needed. Among the names and special purpose grants are the following:

**First Group Scholarships.** Honorary scholarships for students with financial need of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three returning classes.

*The Dwight W. Morrow Scholarships.* Scholarships are awarded annually to seniors with need who are among the First Group Scholars.

**Music Scholarships.** Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship in Music.* A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

**Outside Aid.** Outside merit awards may be used to reduce a student's suggested loan; job; or family contribution, if permitted by federal regulations. The first \$500 in outside aid may be used as a direct dollar-for-dollar reduction. Any amount between \$501 and \$3,500 is used to reduce equally Smith Grant and the suggested loan, job or family contribution. Awards in excess of \$3,500 replace Smith Grant dollar for dollar. The Office of Financial Aid must be notified by July 1 of the award year in order to reduce the loan, job or family contribution. Outside aid received after July 1 will reduce the Smith Grant only.

Entitlement awards for state or federal sources and tuition subsidies based on parents' employment are not considered merit aid and reduce any Smith Grant dollar for dollar. One-half of rehabilitation benefits received will first reduce the standard suggested loan, up to one-half of the loan amount, and then reduce Smith Grant entirely. Rehabilitation assistance for books goes directly to the student and does not affect the aid package. Need-based loans to the student from state or outside agencies may be used to replace either the suggested federal loan or job dollar for dollar.

**Army and Air Force Reserve Officers Training Corps (ROTC) Scholarships.** These scholarships are available to all qualified Smith students.

Army ROTC does not have its own program at Smith College; however, students can take the classes while attending Smith College at the University of Massachusetts through the Five College interchange. The first-year and sophomore courses can be taken without any commitment to the Army, and a two-year program is available for any interested sophomore who decides to pursue the program during the spring of that year. For additional course information and scholarship requirements, contact the

enrollment officer, (413) 545-2321/2322, at the University of Massachusetts.

The Air Force offers scholarships to qualified students who are working toward a bachelor's degree in any field. Graduates will receive commissions as second lieutenants in the U.S. Air Force. For more information, contact the Air Force ROTC at (413) 545-2437/2451, or write to the department at the University of Massachusetts, Amherst, MA 01003-1910.

**Scholarships for Northampton and Hatfield Residents.** At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a college student residence if space becomes available.

**Graduate Fellowships.** Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pages 37-38.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 10:30 a.m. and 4 p.m. Eastern time.



## Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT and Achievement Tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 61-74.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's first year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Achievement Tests, especially the one in English composition, are strongly recommended but not required. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT and Achievement Tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 79 for further information.)

### Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT and, if possible, three Achievement Tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

## Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	January 15
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April <i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>
Submit the \$300 deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15



## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB, English Language and Literature and English Language and Composition examinations, for which four credits are recorded).

Advanced Placement credit may be used to make up a shortage of credits incurred through failure or, with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health, or to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credits may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is available may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department. Advanced Placement credit may be used to count toward the 64 credits outside the major.

## International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## Deferred Entrance

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the first-year class for one year if she makes this request in writing to the director of admission by June 1.

## Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semester at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. Decisions will be mailed by December 15. The suggested filing date for September entrance is February 15, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by April 7. Students whose applications are complete by May 1 will receive decisions by May 15. Candidates whose applications are complete by June 1 will receive decisions by June 15. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 75-76 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

## Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Entry is in September of each year. Applications must be completed by July 1 of the year of requested entry. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## Readmission

See Withdrawal and Readmission, page 88.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith College combines the rigorous academic challenges of our undergraduate program with a more flexible structure for women beyond traditional college age. Admission and all other matters relating to the program are directed through the Ada Comstock Scholars Program Office.

Ada Comstock Scholars have vastly different backgrounds, yet each combines her wish to continue her education with motivation, stability and commitment in order to complete a Smith Degree.

The admission process includes the submission of official transcripts from all previously attended institutions and an interview with a member of the Ada Comstock Office staff, as well as comprehensive essays. The application process must be complete by February 10; entrance to the program is in September only.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application. An Ada Comstock Scholar must meet at least one of the following criteria, consistent with the federal government's guidelines defining independent students:

- 24 or more years old
- a veteran
- having dependent(s) other than a spouse.

Candidates who meet one or more of these criteria may not apply as transfer or first-year students.

A description of the program can be found on page 18. For more information about fees, expenses and financial aid for Ada Comstock Scholars, refer to pages 71-72. Inquiries, either in writing or by phone, may be addressed to the Ada Comstock Scholars Program Office.



# Academic Rules and Procedures

## Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in residence at Smith College in Northampton; one of these years must be either the junior or the senior year. (For accelerated programs, see pp. 17-18).

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades.

Summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 84-86.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

### Admission to Courses

**Permissions.** Some courses require written permission of the instructor and or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition to the administrative board for permission to enter or drop a year-long course at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

**Seminars.** Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies.** Special Studies are open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 23. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

**Internships.** An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Nonmatriculated Students.** A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. A fee will be charged. Studio art courses are not open to nonmatriculated students. Records of audits are not maintained.

## Changes in Course Registration

*During the first 10 class days:* (up to September 23 in the first semester, and February 8 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (November 15 in the first semester, and April 7 in the second semester):
- (1) after *consultation* with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades.
- (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W," indicating withdrawal without penalty. The "W" will not be counted in the student's grade point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse *permission* to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

### **Fine for Late Registration**

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. In addition, a fine of \$25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be required to withdraw.

### **Five College Course Enrollments**

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for a course at one of the other four institutions no later than September 23 in the first semester, and February 10 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 351-359 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application



forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enrollment in Five College courses are included in the students' registration packets each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A	(4.0)	D+	(1.3)
A-	(3.7)	D	(1.0)
B+	(3.3)	D-	(0.7)
B	(3.0)	E	(0.0)
B-	(2.7)		
C+	(2.3)	S: satisfactory (C- or better)	
C	(2.0)	U: unsatisfactory	
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** Four credits of coursework may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (October 7 in the first semester, and February 24 in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester. The four-credit maximum applies to all students.)

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than four credits (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester.

Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB, English Language and Literature and English Language and Composition examinations, for which four credits are recorded).

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used only (1) to make up a shortage of credits incurred through failure; (2) with the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

## Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses taken after matriculation for the degree may be counted for the degree. With the approval of the administrative board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

## Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student enters her senior year only after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

## Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere, and students may not take more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the language laboratory, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. Students may enroll in courses at other Five College institutions. This period provides time for work in libraries, museums and laboratories at locations other than Smith College.

### **Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

## **Academic Standing**

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### **Academic Probation**

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents and her academic adviser. Instructors of a student on probation are asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits. They may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

### **Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more



than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

### **Absence from Classes**

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

### **Separation from the College**

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the administrative board, the honor board, the judicial board or the dean of the college. There will be no refund for tuition or room fees.

### **The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

### **Leaves, Withdrawal and Readmission**

#### **Leaves of Absence**

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her

reservation deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office). A student's tuition account must be in good standing or the leave of absence will be canceled.

## **Medical Leave**

If a student leaves the college on the advice of the health services for medical reasons, notification will be sent to her family. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

## **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the counseling service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

## **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

# Courses of Study, 1994-95

	Designation	Academic Division
Major and Minor in the Department of <b>Afro-American Studies</b>	AAS	I
Interdepartmental Major in <b>American Studies</b>	AMS	II
Interdepartmental Major in <b>Ancient Studies</b>	ANS	I/II
Majors and Minor in <b>Anthropology</b>	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in <b>Archaeology</b>	ARC	I/II
Major and Minors in the Department of <b>Art</b>	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of <b>Astronomy</b>	AST	III
Interdepartmental Major in <b>Biochemistry</b>	BCH	III
Major and Minor in the Department of <b>Biological Sciences</b>	BIO	III
Major and Minor in the Department of <b>Chemistry</b>	CHM	III
Majors and Minors in the Department of <b>Classical Languages and Literatures</b>	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in <b>Comparative Literature</b>	CLT	I
Major and Minors in the Department of <b>Computer Science</b>	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College <b>Dance</b> Department	DAN	I
Minor in the Department of <b>East Asian Languages and Literatures*</b>	EAL	I
Interdepartmental Minor in <b>East Asian Studies</b>	EAS	I/II
Major and Minor in the Department of <b>Economics</b>	ECO	II
Major and Minor in the Department of <b>Education and Child Study</b>	EDC	II
Interdepartmental Minor in <b>Engineering</b>	EGR	III
Major and Minor in the Department of <b>English Language and Literature</b>	ENG	I
Interdepartmental Minor in <b>Ethics</b>	ETH	I/II/III
Minor in the Department of <b>Exercise and Sport Studies</b>	ESS	III
Interdepartmental Minor in <b>Film Studies</b>	FLS	I/II

**Key:** Division I The Humanities  
 Division II The Social Sciences and History  
 Division III The Natural Sciences

\*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)



Majors in the Department of <b>French Language and Literature</b>	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of <b>Geology</b>	GEO	III
Majors and Minors in the Department of <b>German Studies</b>	GER	I
Majors and Minors:		
German Literature Studies	GLS	I
German Culture Studies	GCS	I
Major and Minor in the Department of <b>Government</b>	GOV	II
Major and Minor in the Department of <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I II III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Major and Minor in the Department of <b>Italian Language and Literature</b>	ITL	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I II
Interdepartmental Major and Minor in <b>Latin American Studies</b>	LAS	I II
Interdepartmental Minor in <b>Logic</b>	LOG	I III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Major and Minor in the Department of <b>Mathematics</b>	MTH	III
Interdepartmental Major and Minor in <b>Medieval Studies</b>	MED	I/II
Major and Minor in the Department of <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Major and Minor in the Department of <b>Philosophy</b>	PHI	I
Major and Minor in the Department of <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Major and Minor in the Department of <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II III
Major and Minor in the Department of <b>Religion and Biblical Literature</b>	REL	I
Majors in the Department of <b>Russian Language and Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in <b>Sociology</b>	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of <b>Spanish and Portuguese*</b>	SPP	I
Majors: Spanish	SPN	I
Latin American Literature	SLL	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPN	I
Latin American Literature	SLL	I
Major and Minor in the Department of <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Major and Minor in <b>Women's Studies</b>	WST	I/II/III
Extrdepartmental Course in <b>Accounting</b>	ACC	II
Interdepartmental Course in <b>General Literature</b>	GLT	I
Interdepartmental Courses in the <b>History of Western Ideas</b>	HWI	I/II
Interdepartmental Courses in <b>Philosophy and Psychology</b>	PPY	I III
Other Extrdepartmental Courses	EDP	

\*Portuguese language courses are designated POR.

Other Interdepartmental Courses IDP

Five College Course Offerings by Five College Faculty

Five College Certificate in African Studies	AFC
Five College Certificate in International Relations	IRC
Five College Certificate in Latin American Studies	LAC
Five College Certificate in Middle East Studies	MEC
Five College Self-Instructional Language Program	SIL

Foreign Language Literature Courses in Translation  
Interterm Courses Offered for Credit  
Science Courses for Beginning Students

## Deciphering Course Listings

### Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies
	400a/b (variable credit, as assigned)
	404a (first semester, four credits)
	404b (second semester, four credits)
	408d (full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “j” indicates a course offered for credit during Interterm; a “c” indicates a summer course; and a “d” indicates a full-year course in which credit is granted after

two semesters and the grade is cumulative. The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing  
ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology  
BIO 112b A continuation of 111a  
Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed “101a, 102b. Prerequisite for 102b is 101a.”

Language courses are numbered to provide consistency among departments.

The introductory elementary course in each language is numbered 100.

The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.

Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department's course listings.



## Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

## Instructors

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § director of a Junior Year Abroad Program
- 1 appointed for the first semester
- 2 appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

## Meeting Times

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

## Other Symbols and Abbreviations

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sect.: section
- dis.: discussion

- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice
- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 85.
- S/U: Satisfactory/unsatisfactory. See pp. 84-85.
- [ ] Courses in brackets will not be offered during the current year
- { } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 53 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 13-14; multiple designations are separated by a backslash, e.g., [L/H/F]:

- L** Literature
- H** Historical studies
- S** Social science
- N** Natural science
- M** Mathematics and analytic philosophy
- A** The arts
- F** A foreign language

# Afro-American Studies

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## Associate Professors

Cynthia Smith, Ph.D.

Louis E. Wilson, Ph.D., *Chair*

## Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

## Instructor

Ann Arnett Ferguson, M.S.

## Lecturer

<sup>1</sup>John H. Bracey, Ph.D.

Students majoring or minoring in Afro-American studies must take two of 111a, 113a or 117a.

### 111a Introduction to Black Culture

An introduction to the multidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts and the social, political, cultural and economic experience of people of African ancestry, focusing on the United States. [S]

4 credits

*Ann Ferguson*

M W F 10-10:50 a.m.

### 113a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature. [L]

4 credits

*Cynthia Smith*

M W F 9-9:50 a.m.

### 117a History of Afro-American People

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems and

the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B.

DuBois, Booker T. Washington and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King, Jr., Malcolm X and Shirley Chisholm. [H]

4 credits

*John Bracey*

T Th 9-10:20 a.m.

### [201b The Literature of French-Speaking African and Caribbean Peoples in Translation]

An examination of the cultural, social and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry and drama from the early part of the 1900s to the present. Offered in alternate years. To be offered in 1995-96. [L]

4 credits

### 212b Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy. [S]

4 credits

*Ann Ferguson*

M W F 9-9:50 a.m.

**SOC 213b Ethnic Minorities in America****THE 214a Black Theatre****217b History of the Afro-American Woman and the Feminist Movement, 1830 to Present**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. Recommended: 111a or b, 113a, or 117b. **[H]**

4 credits

*Ann Ferguson*

T Th 9-10:20 a.m.

**218b History of Southern Africa (1600 to about 1980)**

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing a historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. **[H]**

4 credits

*Louis Wilson*

T Th 1-2:50 p.m.

**[SOC 218a Urban Sociology]****[220a Women of the African Diaspora]**

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of North America, Latin South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. To be offered in 1995-96. **[S]**

4 credits

**ANT 231a Africa: A Continent in Crisis****237a Major Black Writers**

This is a course in which we read five works by black male writers and five works by black female writers. We will ask—among other questions—what role gender plays in shaping themes, structures and other literary devices within the selected works. We will read such classic works as *Nature Son*, *Invisible Man* and *Go Tell It On the Mountain* along with such newer works as *Beloved*, *The Color Purple*, *Wild Seed* and *Corregidora*. **[L]**

4 credits

*Cynthia Smith*

M W F 11 a.m.-12:10 p.m.

**PHI 240b Philosophy and Women****243b Afro-American Autobiography**

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Julius Lester's *Lovesong* and Patricia Williams' *The Alchemy of Race and Rights*. **[L]**

4 credits

*Cynthia Smith*

T Th 10:30-11:50 a.m.

**PSY 267b Psychology of the Black Experience****[270b The History of Afro-Americans in the South From the Civil War to the 1950s]**

Topics include the Civil War, Reconstruction, the Populist revolt, disfranchisement and segregation and the reimposition of white supremacy. The emergence of Black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington, W.E.B. DuBois and others will also be discussed. To be offered in 1995-96. **[H]**

4 credits

**278b The '60s: A History of Afro-Americans in the United States from 1954 to 1970**

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism" and the importance of Afro-Americans in the Vietnam War. Recommended background:



survey course in Afro-American history, American history or Afro-American literature. Enrollment limited to 30. Not open to first-year students. Recommended: 117. [H]  
4 credits

*Louis Wilson*

T Th 1-2:50 p.m.

### **REL 278a Myth, Ritual and Iconography in West Africa: The Yoruba**

#### **[287b History of Africa to c. 1900]**

A survey of African cultural, economic and political development from prehistory to the beginning of colonial rule. The course surveys African cultures and migrations from 6000 B.C. to c. 1900; the development of economic and political systems in response to the continent's diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and southern Africa, the Swahili coast and the interlacustrine region of East Africa. To be offered in 1995-96. [H]  
4 credits

### **[THE 315b Colloquium: African and Caribbean Theatre]**

### **GOV 321b Seminar in Comparative Government**

#### **[321a Seminar: Afro-American Folk Culture]**

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept and the artistic image as related to cultural and political forces within the popular culture. Prerequisites: 111a. [S]  
4 credits

### **326a Seminar: The Sociocultural Development of the Afro-American Woman**

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic iden-

tity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. [S]  
4 credits

*Ann Ferguson*

M W 2:40-4 p.m.

### **PHI 326a African Philosophy**

#### **335a Seminar: Free Blacks in the U.S. Before 1865**

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the 13th amendment. Recommended background: 117a. [H]  
4 credits

*Louis Wilson*

M 7:30-9 p.m.

#### **348a Black Women Writers**

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. [L]  
4 credits

*Cynthia Smith*

M W F 1:10-2:30 p.m.

#### **[369b Seminar: Blacks and American Law]**

Selected topics in Black legal history. Historical continuity for the changing relationship between American jurisprudence and Black Americans between 1640 and 1986. Statutory and case law that determined the role of Blacks in American society and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: GOV 100d, or a course in American history. To be offered in 1995-96. [S]  
4 credits

#### **404a Special Studies**

Required for senior majors.

4 credits

**404b Special Studies**

4 credits

Courses in other departments recommended for and related to the major in Afro-American Studies: [ANT 232a], [340b]; DAN 272a, [375b]; ECO 230b; GOV 311b; HST 113a, 114b, 266a, 267b, 273a, 275a, 276b; PSY 267b; SOC 203b.

**The Major**

**Adviser:** Cynthia Smith.

**Adviser for Study Abroad:** Louis Wilson.

Basis: two of the following: 111a, 113a, 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

**The Minor**

**Adviser:** Louis Wilson.

Basis: two of the following: 111a, 113a, or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history or the historical, social and literary study of the Afro-American woman.

**Honors**

**Director:** Cynthia Smith.

**430d Thesis**

8 credits

**431a Thesis**

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

# American Studies

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**\*\*Daniel Horowitz, Ph.D., Professor of American Studies and of History**  
**Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies, Director**  
**Marjorie Richardson, M.A., Lecturer**  
**Marc Pachter, Ph.D., Lecturer**  
<sup>1</sup>**Sherry Marker, M.A., Lecturer**  
<sup>1</sup>**Robert Nylen, M.B.A., Lecturer**  
<sup>2</sup>**Kenneth Hafertepe, Ph.D., Assistant Professor**  
<sup>2</sup>**Brenda Jo Bright, M.A., Lecturer**  
**Richard Todd, B.A., Visiting Writer**

## American Studies Committee

**\*\*Robert Averitt, Professor of Economics**  
**\*\*Daniel Horowitz, Professor of American Studies and of History**  
**Helen Lefkowitz Horowitz, Professor of History and of American Studies**  
**Donald Leonard Robinson, Professor of Government**

**Peter Isaac Rose, Professor of Sociology and Director, Diploma Program in American Studies**  
**Helen E. Searing, Professor of Art**  
**Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature**  
<sup>†</sup>**Richard Fantasia, Associate Professor of Sociology**  
**Richard Millington, Associate Professor of English Language and Literature**  
**Louis Wilson, Associate Professor of Afro-American Studies**  
**Susan Clark, Assistant Professor of Theatre**  
**John Davis, Assistant Professor of Art**  
**Alice Hearst, J.D., Instructor in Government**  
**Marjorie Richardson, Lecturer in American Studies**  
**Sherrill Redmon, Director of the Sophia Smith Collection**

Prospective majors should take HST 113a and 114b plus courses in both American and non-American subjects in the humanities and social sciences.

## 201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of two critical periods of cultural transformation: the American Renaissance of the 1840s and 1850s, and the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Normally taken in the sophomore year. Pre-

requisite: HST 113a or the equivalent, or permission of the instructors. Not limited to American studies majors. **(L/H)**

4 credits

*Helen Lefkowitz Horowitz, Richard Millington*

T Th 1-2:30 p.m.

## 202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: HST 113a and 114b or the equivalents, AMS 201, or permission of the instructor. Enrollment limited to American studies majors. **(H/S)**

4 credits

*Daniel Horowitz*

T Th 1-2:20 p.m.; T Th 3-4:20 p.m.



**220a Colloquium**

Topic for 1994-95: The Magazine in American Culture. This course will explain the history of American magazines and their effect on our society by concentrating on a few noteworthy periodicals of the 20th century. The course will consider the interweaving of editorial and business decision-making within magazine companies, the purity or impurity of their journalistic and artistic work, the effect of specific magazines on American culture and the ways in which the magazine teams succeed and fail. The last third of the course will revolve around the cooperative work of several small teams to create an editorial, design and business prospectus for an imaginary new magazine. Admission by permission of the instructor. Enrollment limited to 20. **(H/S)** 4 credits

*Robert Nylan*

M W 2:40-4 p.m.

**221b Colloquium**

Topic for 1994-95: Popular Culture in the United States. The focus of this course will be on analyzing various forms of popular culture in order to understand the relationships between media, commodities and culture in the United States. The course will examine a variety of popular cultural forms, including music and dance, romance novels, television and film. We will use ethnographic cases and cultural studies approaches to consider how popular cultural forms work, how different cultural forms negotiate and resolve very different sets of social contradictions and what the terms of those social contradictions are in the United States. Admission by permission of the instructor. Enrollment limited to 25. **(S)** 4 credits

*Brenda Jo Bright*

T Th 9-10:20 a.m.

**[230a Colloquium: The Asian American Experience]**

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are

Asian Americans considered the "model minority"? Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25. Expected to be offered in 1995-96. **(H/S)** 4 credits

**302b Seminar: The Material Culture of New England, 1630-1860**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Enrollment limited. **(H/A)**

4 credits

*Kenneth Hafertepe*

M 2-4 p.m.

**340b Symposium in American Studies**

Limited to senior majors. Contact American Studies office for details.

**A. Topic in Political Economy**

Topic for 1994-95: Los Angeles. Los Angeles has been variously described as "the city of the future," "city on the edge," "city of the Pacific Rim" and, most recently, as a city that exemplifies the worst in American cities. This course will focus on Los Angeles as a post-industrial American city, examining from a variety of perspectives how it is constituted in economic, political and cultural terms. How are urban economies structured? How do they operate in the context of an international economy? How do cycles of industrialization and deindustrialization affect race relations and politics? How does Los Angeles as a "place" influence the production of American culture and subcultures? What were the causes of the Los Angeles "riots" and, as Rodney King asks, "Why can't we all get along?" We will examine these questions and more through course readings, novels and films. **(S)**

4 credits

*Brenda Jo Bright*

Th 3-4:50 p.m.

**B. Topic in Cultural Studies**

Topic for 1994-95: Biography and Autobiography. After a look at some of the theoretical issues raised by the writing of life stories, we will read works that dramatize key issues and

themes. Using the resources of the Sophia Smith Collection and the Smith College Archives, each student will research and write a biographical study. **(H)**

4 credits

*Helen Lefkowitz Horowitz*

T 3-4:50 p.m.

### **350a Seminar: Writing About American Society**

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the Director of the Program. Enrollment limited. Admission by permission of the instructor. **(L/S)**

4 credits

*Sherry Marker*

T 3-4:50 p.m.

### **351b Seminar: Writing About American Society**

A repetition of 350a. **(L/S)**

4 credits

*S. Richard Todd*

Th 3-4:50 p.m.

### **404a Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **404b Special Studies**

Admission by permission of the instructor and the director.

4 credits

### **408d Special Studies**

Admission by permission of the instructor and the director.

8 credits

## **Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-

semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

### **410a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only.

*Donald Robinson, Director*

4 credits

### **411a Seminar: Telling Lives: 20th-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography and biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. **(H)**

4 credits

*Marc Pachter*

## 412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.

*Donald Robinson, Director*

8 credits

## Requirements for the American Studies Major

**Advisers:** Robert Averitt, Susan Clark, John Davis, Richard Fantasia, Alice Hearst, Daniel Horowitz, Helen Lefkowitz Horowitz, Richard Millington, Donald Robinson, Peter Rose, Helen Searing, Susan Van Dyne, Louis Wilson.

Because of the wide-ranging interests and methods included within American studies, careful consultation between a student and her adviser is crucial to the planning of the major. Each student and her adviser will work out, at the time of declaring her major, a plan for fulfilling its requirements. These plans may be revised with the approval of the adviser.

In order to focus their studies of American society and culture, majors will choose between two concentrations, Political Economy and Cultural Studies. Students concentrating in Political Economy will examine issues of power and equality, public institutions, social and economic history and structure, political and social movements and large-scale processes of change such as urbanization, industrialization and immigration. The Cultural Studies concentration will explore America through its characteristic forms of expression—literature, art, religion, philosophy, popular culture, mass media—and the relationship between these forms and social, political and economic structures. The past as well as the present is encompassed in both concentrations, as are questions of race, ethnicity, class and gender.

**Requirements:** 12 semester courses, as follows:

1. HST 113a and 114b, or the equivalents;
2. 201b and 202a;
3. Seven courses in the American field, at the intermediate level or above. Five of these courses must be within the student's concentration, two outside of it. At least one of the seven courses must be a seminar;
4. 340b.

In addition, students are strongly urged to take one or more courses outside the major that will enable them to make explicit comparisons between the United States and another society or culture.

## Honors

**Director:** Daniel Horowitz.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

**Requirements:** the same as those for the major, except that a thesis (431a) will be substituted for two of the seven courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

**Requirements:** 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570b, Diploma Thesis (see note below).

### 555a Seminar: American Society and Culture

Topic for 1994-95: Social, Political and Cultural Issues to 1880. For Diploma students only.

4 credits

*Daniel Horowitz*

M 7:30-9:30 p.m.

### 556b Seminar: American Society and Culture

Topic for 1994-95: Social and Political Issues since 1880. For Diploma students only.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.

### 570b Diploma Thesis

4 credits

*Peter Rose and others*



# Ancient Studies

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**Adviser:** Scott Bradbury, Associate Professor of Classical Languages and Literatures

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## Requirements for the Ancient Studies major:

Basis: GRK 100d or LAT 100d or [111b] (or the equivalent); either [HST 202a] or [204a]. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level and above) or LAT (200-level and above); two from ancient history (200-level and above); and three from such courses as ARC 211b, ARH [209b], 211b, 212a, [214a], [215b], [310b], CLS 227a, 230b, EDC 221a, [GOV 261a], PHI 124a, REL 210a, 220b, 285a, [287b], [382b].

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

## Honors

**Director:** Scott Bradbury.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

# Anthropology

## Professor

**\*Elizabeth Erickson Hopkins**, Ph.D., *Chair*,  
*fall semester*

## Associate Professors

**\*Frédérique Apffel-Marglin**, Ph.D.  
**Donald Joralemon**, Ph.D., *Chair*, *spring*  
*semester*

## Assistant Professor

**Ravina Aggarwal**, Ph.D.

## Lecturers

**Arturo Escobar**, Ph.D.  
**Betsy Shally-Jensen**, Ph.D.  
**Ana Ortiz**, B.A.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. **[S]**

4 credits

**Donald Joralemon**, Lec. M W 2:40-4 p.m.;  
dis. M 7:30-8:20 p.m. or T 8-8:50 a.m.  
**Ravina Aggarwal**, T Th 9-10:30 a.m.  
**Ana Ortiz**, T Th 1-2:50 p.m.

### 130b Introduction to Cultural Anthropology

A repetition of 130a. **[S]**

4 credits

**Ravina Aggarwal**, Lec. M W 11 a.m.-12:10 p.m.  
**Frédérique Apffel-Marglin**, T Th 10:30-11:50 a.m.

### [131b Human Evolution]

The physiological, social and ecological premises of human behavior. Primate social and communication systems. The biology of human language. The cultural and physical history of our species and the implications of our biological, social and technological capacities for survival in the 21st century. To be offered in 1995-96. **[H/N]**

4 credits

### 231a Africa: A Continent in Crisis

Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period and in the intensifying global pressures of the postwar world and Cold War politics. **[H/S]**

4 credits

**Elizabeth Hopkins**  
M W 2:40-4 p.m.

### [232a Politics in Non-Western Societies]

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the African state and the Inca Empire. The continuing vitality of tradi-

tional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. Forging a national identity: ideology and reality. Special emphasis will be placed on sub-Saharan Africa and on the native Americas. To be offered in 1995-96. **(H/S)**

4 credits

### **233a The Anthropology of Religion**

A survey of the main fields of "religion" from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their gods, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. **(E) [S]**

4 credits

*Ravina Aggarwal*

T Th 1-2:50 p.m.

### **234b Strategy and Sentiment: Perspectives on Social Organization**

An introduction to the theories and methods of social organization, focusing on the role of marriage and kinship in the construction of personhood. A cross-cultural approach will be taken to explore topics like the meaning of love, family networks and ritual performance, kinship and political power. Case materials will be drawn primarily from Asia and North Africa. **(E) [S]**

4 credits

*Ravina Aggarwal*

M W 2:40-4 p.m.

### **[235b Ritual and Myth]**

The first part of this course will examine orality and literacy in the context of the study of myth as well as the mythic character of scientific discourses. The second part of the course will examine the effect of a rationality dominated knowledge system on the understanding of ritual. Several case studies of rituals in both Western and non-Western societies will be studied as embodied forms of knowledge and efficacy. Prerequisite: 130 or permission of the instructor. To be offered in 1996-97. **[S]**

4 credits

### **[236b Economic Anthropology]**

The study of economy and society in historical comparative perspective. Cultural analysis of economic systems and practices. Examination

of the Western Economy as an ensemble of processes of production, power and signification, and the extension of this system to non-Western societies. Ethnographic accounts of resistance to the process of incorporation into the world economy by peasants, indigenous peoples and other actors engaged in social movements. To be offered in 1995-96. **[S]**

4 credits

### **237b Native South Americans: Conquest and Development**

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. **(H/S)**

4 credits

*Donald Joralemon*

T Th 9-10:20 a.m.

### **238b Cultures of Terror: Anthropological Perspectives on Political Violence**

The investigation of the cultural suppositions and acts that engender and perpetuate political violence in areas ranging from Latin America to South Asia, Europe, Africa. Interdisciplinary texts including prison writings, ethnographic accounts and cultural critiques will be used to examine torture, disappearance, forced labor, colonial processes, sexual/political forms of domination, ethnic chauvinism and fratricide and sacred violence. We will also debate how best to write and act against terror. **(E) [S]**

4 credits

*Betsy Shally-Jensen*

M W 7:30-8:50 p.m.

### **239a Women and Resistance in Latin America**

A reinterpretation of conceptions of gender relations, capitalism and class, repression, resistance and social change through an examination of Latin American women's personal narratives and ethnographies. Topics include mothers defying state terror and censorship; housewives participating in mining strikes and rituals to the devil; shantytown dwellers surviving everyday acts of violence. Recurring themes include censorship of memory and remembering, silence and voicing and the subversive use of punitive devices. **(E) [S]**

4 credits



*Betsy Shally-Jensen*

M W 7:30-8:50 p.m.

**241b Anthropological Perspectives on Development and Its Colonial Roots: Legacies and Disruptions of Historical Processes**

This interdisciplinary course will explore "development" as theory, ideology and practice in a way that locates development within historical processes of colonialism and neo-colonialism. How are differences in ethnicity, gender and power engaged by development programs? How are processes of state-building, and state and local-level structures of economic exchange, health care and education affected by development? What alternative strategies can be envisioned to the practice of "mainstream" development, and how have grassroots efforts at resisting and replacing hegemonic projects of development fared? Materials will be drawn primarily from the Caribbean region, with additional case studies from Brazil, Malaysia and South Africa. [S]

4 credits

*Ana Ortiz*

T Th 10:30-11:50 a.m.

**[242b Psychological Anthropology]**

The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease and the cultural determination of modes of thought. To be offered in 1995-96. [S/N]

4 credits

**243b The Pursuit of Ecology: Gender, Knowledge, Culture**

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will begin by taking stock of the situation ecologically and will end with a suggestion of what an ecological way of

life might look like. Prerequisite: 130 or WST 250 or permission of the instructor. [S]

4 credits

*Frédérique Appfel-Marglin*

T Th 1-2:50 p.m.

**[244a Woman/Body/Self Cross-Culturally]**

The course will examine critically the categories "woman," "body," "self." It will make use of extensive material from other cultures as well as subcultures in the U.S. and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works. To be offered in 1995-96. [S]

4 credits

**[246b Urban Anthropology]**

An introduction to the theories and methods of urban anthropology. Topics will include poverty and power, religion and popular culture, urban families and gender roles, ethnic identity and transnationalism. To be offered in 1995-96. (E) [S]

4 credits

**248a Medical Anthropology**

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. [S/N]

4 credits

*Donald Joralemon*

M W 11 a.m.-12:10 p.m.

**330b History of Anthropological Theory**

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. [S]

4 credits

*Arturo Escobar*

T Th 3-4:50 p.m. and one hour to be arranged

## Seminars

### **[340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]**

The impact of European political and economic expansion since the 16th century. Factors in the transformation or tenacity of traditional institutions and values with particular reference to the pressures of modernization, the changing roles of women, Christianity and sectarian protest and strategies of resistance and evasion in the national arena. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required. To be offered in 1995-96. **[H/S]**

4 credits

### **341a Seminar: Ritual, Ideology and Power**

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity and radical Islam as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required. **[H/S]**

4 credits

*Elizabeth Hopkins*

T 3-4:50 p.m.

### **342b Seminar: Topics in Anthropology**

Topic for 1994-95: The Poetics and Politics of Writing Ethnography. An analysis of classical and contemporary ethnographies as constructed modes of representation by focusing on different genres of ethnography as well as on the literary techniques employed in the creation of texts. The course will highlight some of the controversial aspects of anthropological "truth" and its place as a discipline that lies between science and humanism. **[S]**

4 credits

*Ravina Aggarwal*

T 3-4:50 p.m.

### **[343b Seminar: Knowledge and Power: The Encounter Between Western Science and India]**

This seminar will focus on India and the West. We will first situate the dominant way of knowing historically and identify its epistemology and ontology. We will then look at the impact Western science has had on Indian ways of knowing, exploring their histori-

cal roots. We will follow the debates in India on science as well as the road India has taken since independence. We will also focus on resistances to the dominant model and the many experiments in Gandhian and alternative science going on in India today as well as parallel developments in the U.S. **[S]**

4 credits

### **344b Seminar: Topics in Medical Anthropology**

Topic for 1994-95: Healers in Cultural Perspective. The seminar will focus on healing roles, from shamans to surgeons, and on the cultural underpinnings of their practices. Student projects will seek to extend traditional ethnomedical analyses to incorporate a political/economic perspective. Prerequisite: 248 or permission of the instructor. **[S/N]**

4 credits

*Donald Joralemon*

T 3-4:50 p.m.

## General Courses

### **404a Special Studies**

By permission of the department, for junior and senior majors.

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

8 credits

## The Major in Anthropology

**Advisers:** Frédérique Apffel-Marglin, Elizabeth Hopkins, Donald Joralemon.

**Adviser for Study Abroad:** Donald Joralemon.

Requirements: 130 or 131 (basis), 330, one seminar in the department, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru,

Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see below).

## The Major in Sociology and Anthropology

**Advisers:** Frédérique Apffel-Marglin, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

**Requirements:** 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Anthropology

**Advisers:** Frédérique Apffel-Marglin, Elizabeth Hopkins, Donald Joralemon.

**Basis:** 130 or 131.

**Requirements:** in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar in the department.

## Honors

**Director:** Frédérique Apffel-Marglin.

**Basis:** 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

**Requirements:**

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis

### Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the Archaeology Minor (see pp. 108-109) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are available at the University of Massachusetts. Among those which will be offered in 1994-95 are:

ANTH 367b	Archaeology Survey: Method and Practice
ANTH 369a	North American Archaeology
ANTH 397a	Andean Archaeology and Pre-History
ANTH 397b	Anthropology of Material Culture
ANTH 582b	History of Archaeology

### Concentration in Biological Anthropology

The following courses, which will be offered at the University of Massachusetts in 1994-95, may be used to fulfill a concentration in biological anthropology:

ANTH 208b	Human Ecology
ANTH 271b	Human Evolution
ANTH 317a	Primate Behavior
ANTH 371b	Primate Evolution
ANTH 397Da	Growth and Development
ANTH 597Ab	Women and Health
ANTH 597Bb	Advanced Skeletal
ANTH 597Ca	Human Structure
ANTH 597Ea	Anthropological Genetics



# Archaeology

## Advisory Committee

\*H. Allen Curran, Professor of Geology

\*Bruce Dahlberg, Professor of Religion and Biblical Literature

Karl Donfried, Professor of Religion and Biblical Literature

†Justina W. Gregory, Professor of Classical Languages and Literatures

\*\*Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Associate Professor of Art, *Director*

Barbara Kellum, Associate Professor of Art

†Richard Lim, Assistant Professor of History

Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

## Lecturer

‡Jane A. Barlow, Ph.D.

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

## 211b Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from American studies, anthropology, art history, classics, geology, history, religion and Near Eastern studies. Students will consider archaeological method and its application to various disciplines. Central to discussion will be the uses of archaeology in reconstructing aspects of prehistorical, historical and more recent human life and culture. **(H/S)**

4 credits

Jane A. Barlow

T Th 10:30-11:50 a.m.

## REL 212b Archaeology in Religion Studies

## 404a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors.

4 credits

## 404b Special Studies

4 credits

## 424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs.

2 or 4 credits

## Tentatively offered for Summer 1995

### only: Excavation at Caesarea Maritima, in Israel

Five weeks beginning June 5, 1995. Fees extra. Open to all students, no prerequisites.

4 credits

*Bruce Dahlberg (Religion) and other Caesarea-consortium faculty*

## The Minor

Requirements:

1. ARC 211.
2. Fieldwork is normally required, whether for academic credit or without academic credit, and it can be done in a variety of

ways and places. Credit for academically approved fieldwork may count as one of the six courses required for the minor. A list of approved field programs is available from the Advisory Committee.

3. Four additional courses (if the fieldwork carries academic credit) or five (if the fieldwork does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from among suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the adviser. See also 404a, b (above).

No more than two courses counting toward the student's major program may be counted toward the archaeology minor.

**Advisers:** Any member of the Archaeology Advisory Committee (above).

# Art

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## Professors

Elliot Offner, M.F.A.  
 Helen Searing, Ph.D.  
 Marilyn Martin Rhie, Ph.D. (Art and East Asian Studies)  
 Chester J. Michalik, M.F.A.  
 Jaroslaw Volodymyr Leshko, Ph.D.  
 Dwight Pogue, M.F.A., *Chair*  
 Gary L. Niswonger, M.F.A.

## Kennedy Professor in Renaissance Studies

<sup>1</sup>Larry Silver, Ph.D.  
<sup>2</sup>Andrée Hayum, Ph.D.

## Associate Professors

Susan Heideman, M.F.A.  
 Caroline Houser, Ph.D.  
 Craig Felton, Ph.D.  
 A. Lee Burns, M.F.A.  
 Barbara A. Kellum, Ph.D.

## Harnish Visiting Artist

Mary E. Frey

## Assistant Professors

†Brigitte Buettner, Ph.D.  
 \*Martha Armstrong, M.A.  
 John Davis, Ph.D.  
 John Moore, Ph.D.  
 Dana Leibsohn, Ph.D.

## Lecturers

Richard S. Joslin, M.Arch.  
 Carl Caivano, M.F.A.  
 Katherine Schneider, M.F.A.  
 Suzannah Fabing, A.M.  
<sup>2</sup>John Gibson, M.F.A.  
<sup>2</sup>Laura Katzman

Many courses are offered in alternate years; students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages, especially German, Italian and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in landscape ar-

chitecture. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

## A. THE HISTORY OF ART

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.



## Introductory Course

There are no prerequisites for ARH 100d; it is open to everyone.

### Survey

#### **ARH 100d Introduction to the History of Art (L)**

Historical and analytical study of representative major works of art from antiquity to the present. Credit is given only upon completion of both semesters. Art majors must take this course for a letter grade. **(H/A)**

8 credits

*Directors: Caroline Houser (first semester); John Moore (second semester)*

M W F 11 a.m.–12:10 p.m. and one 50-minute discussion section.

### Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

## Asian, African, Pre-Columbian and Native American

#### **[ARH 201b Native American Art and Architecture]**

An introduction to Native American art and architecture, concentrating on contemporary and modern traditions. The course concentrates on the artistic traditions of what is now the United States and Canada, and includes selected traditions from Latin America. Recommended background: 100d. **(H/A)**

4 credits

#### **[ARH 203a African Art (L)]**

The archaeology, architecture and arts of Sub-Saharan Africa, from c. A.D. 500 to the present. The course will include museum trips. Recommended background: 100d. **(E)**

**(H/A)**

4 credits

#### **ARH 204b Arts of Pre-Columbian Mesoamerica (L)**

An introduction to the art history of

prehispanic Mesoamerica emphasizing the historical, political and socio-economic contexts of art and architecture produced between 1500 B.C. and 1500 A.D. With a focus on Aztec, Teotihuacano, Maya, Mixtec and Olmec works, we examine how city planning and ceremonial architecture have been invested with a significance, the political meanings of pre-Columbian sculpture and the current debates in prehispanic art history. **(E)**

**(H/A)**

4 credits

*Dana Leibsohn*

M W 1:10–2:30 p.m.

#### **ARH 205b Great Cities (L)**

Topic for 1994–95: Paris. The fabric and image of the city seen in planning, architecture and the works of artists and writers. **(H/A)**

4 credits

*Helen Searing*

M W 2:40–4 p.m., F at the option of instructor

#### **ARH 207b The Art of China (L)**

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208.

**(H/A)**

4 credits

*Marilyn Rbie*

M W 1:10–2:30 p.m.

#### **[ARH 208b The Art of Japan (L)]**

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207. **(H/A)**

4 credits

#### **[ARH 213a The Art of India (L)]**

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. **(H/A)**

4 credits

## Ancient

### [ARH 209b Etruscan Art (L)]

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The "irregularities" of Etruscan art, its relation to Greek art and the questions it poses to our conception of the canon of Western art are explored. **(H/A)**

4 credits

### [ARH 210b The Art of Ancient Egypt and the Aegean Bronze Age (L)]

The architecture, sculpture, painting and minor arts of Egypt and of Cyclades, Crete and the Greek mainland between 3000 and 1000 B.C. The course will consider the rediscovery of the art of these civilizations on modern times and the modern interpretations of the art. The course will include museum trips.

**(H/A)**

4 credits

### ARH 211b The Art of Greece (L)

Architecture, sculpture, painting and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. **(H/A)**

4 credits

*Caroline Houser*

T Th 10:30-11:50 a.m.

### ARH 212a The Art of Rome (L)

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political and religious environment that produced them. **(H/A)**

4 credits

*Barbara Kellum*

T Th 9-10:20 a.m.

### [ARH 214a Greek Sculpture (C)]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums. **(H/A)**

4 credits

### [ARH 215b Ancient Cities and Sanctuaries (L)]

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical evidence. Planning, architecture and artistic forms as shaped by social, political and religious factors. **(H/A)**

4 credits

## Medieval

### [ARH 221a Early Medieval Art (L)]

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; "paganism" and Christianity; royal, monastic and female patronage. Offered in alternate years. **(H/A)**

4 credits

### [ARH 222b Romanesque Art (L)]

Architectural, sculpted and pictorial arts from the 11th-12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. Offered in alternate years.

**(H/A)**

4 credits

### [ARH 224b Gothic Art (L)]

Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. Offered in alternate years. **(H/A)**

4 credits

## Renaissance, Baroque and Rococo

### ARH 233a Early Italian Renaissance Art (L)

Painting, sculpture and architecture from 1225 to 1475. Recommended background: 100d. Offered in alternate years. **(H/A)**

4 credits

*Craig Felton*

M W F 9-9:50 a.m.

**[ARH 234a Renaissance Architecture (L)]**

European architectural theory and practice, 1250-1560. Contextual analysis of innovations in Italy; character and purpose of their subsequent transmission throughout Europe and in the Spanish colonies of the Americas. Recommended background: 100d. Offered in alternate years. **[H/A]**  
4 credits

**ARH 235b Italian Sixteenth-Century Art (L)**

Painting, sculpture and architecture of the High Renaissance to the last years of the Counter-Reformation. Recommended background: 100d. Offered in alternate years. **[H/A]**  
4 credits

*Craig Felton*

M W F 9-9:50 a.m.

**[ARH 241a Baroque Art (L)]**

Major works of painting and sculpture of the 17th century, especially in Italy, France and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years. **[H/A]**

4 credits

*Craig Felton*

**[ARH 242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries (L)]**

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting. **[H/A]**

4 credits

**[ARH 243b Art of the Spanish Habsburgs (L)]**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-16th century to Charles II, the last of the line, at the end of the 17th century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. **[H/A]**

4 credits

**ARH 244a Baroque Architecture (L)**

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, 1563-1793. Some colonial developments also considered. Focus throughout on the fundamental interdependence of architecture and society. Recommended background: 100d. Offered in alternate years. **[H/A]**

4 credits

*John Moore*

M W F 1:10-2:30 p.m.

**ARH 246a Art of the Eighteenth Century in Europe (L)**

Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. **[H/A]**

4 credits

*Helen Searing*

M W F 11 a.m.-12:10 p.m.

**Modern****ARH 251a Nineteenth-Century Art (L)**

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100d. **[H/A]**

4 credits

*Jaroslav Leshko*

T Th 4-2:50 p.m.

**ARH 252b History of Photography (L)**

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Recommended background: 100d. **[H/A]**

4 credits

*Laura Katzman*

T Th 3-4:20 p.m.

**[ARH 253a Arts in North America: Colonial Period to Civil War (L)]**

Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting and the ties to European modes in all media. Recommended background: 100d. **[H/A]**

4 credits

**ARH 254a Arts in the United States Since the Civil War (L)**

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: 100d. **[H/A]**

4 credits

*John Davis*

M W 2:40-4 p.m.



**[ARH 255a Nineteenth-Century European Capitals (L)]**

"Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Subject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups and the contributions of artists and authors to the image and fabric of selected cities. Offered in alternate years. **{H/A}**

4 credits

**ARH 256b Twentieth-Century Art (L)**

Twentieth-century movements in Europe and America. Recommended background: 100d or 251a. **{H/A}**

4 credits

*Jaroslav Leshko*

T Th 1-2:50 p.m.

**[ARH 257b American Architecture and Urbanism (L)]**

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100d. **{H/A}**

4 credits

**[ARH 258b Architecture of the Twentieth Century (L)]**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d, 202, 255, 257, or 280. Offered in alternate years. **{H/A}**

4 credits

## Courses with Topics That Change Annually and Methodological and Comparative Courses

**[ARH 202b The History of City Planning and Landscape Design (L)]**

Recommended background: 100d. **{H/A}**

4 credits

**[ARH 205a Great Cities (L)]**

Prerequisite: 100d. **{H/A}**

4 credits

**[ARH 260b The History of Graphic Arts (C)]**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. Enrollment limited to 25. **{H/A}**

4 credits

**[ARH 261a The Composition of Books (C)]**

A survey of the printed book as an art form from the 15th to the 20th century. Admission by permission of the instructor. Enrollment limited to 12. **{H/A}**

4 credits

**[ARH 280j Museum Studies]**

Prerequisites: ARH 100 and one ARH course at the 200 level. Enrollment limited to 10. (E). **{H/A}**

3 credits

*Suzannah Fabing (Director and Chief Curator, Smith College Museum of Art)*

**ARH 290a Architectural Studies (C)**

Topic for 1994-95: Gardens and Utopias in the Early Modern World. Admission by permission of the instructor. **{H/A}**

4 credits

*John Moore*

T 3-4:50 p.m., additional hour to be arranged

**ARH 290b Architectural Studies (C)**

Topic for 1994-95: The Arts and Crafts Movement in Europe and America. Admission by permission of the instructor. **{H/A}**

4 credits

*Helen Searing*

M 7:30-10 p.m.

**ARH 291a Art Historical Methods (C)**

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one 200-level art history course, or permission of the instructor. **{H/A}**

4 credits

*Barbara Kellum*

Th 3-4:50 p.m.

**ARH 292b Film and Art History (C)**

Topic for 1994-95: En-gendering Stardom: The Construction of Female Personas in Hollywood Film. This course will consider the visual structuring of the screen personas of Marlene Dietrich, Bette Davis and Marilyn

Monroe. By analyzing a series of films produced to feature each actress, we'll focus on codes of dress, gesture and spectatorship, in seeking a historical understanding of the cultural construction of gender and the complex visual fascination of the cinematic image. Prerequisites: 100d and a 200-level course in 20th century art or permission of the instructor. Enrollment limited to 20. Screening fee.

**[H/A]**

4 credits

*Barbara Kellum*

T Th 9-10:20 a.m.; film M 7-9 p.m.

### **ARH 293a Art Historical Studies (C)**

Topic for 1994-95: Art in Antwerp 1500-1650. Colloquium investigation of paintings and graphics in the leading center of Early Netherlandish commerce, learning and art. Focus on artists will include: Bosch, Massys, Bruegel, Rubens, Van Dyck. Attention to the rise of an open art market in paintings and in prints as well as to the rise of specialized pictorial genres, such as landscape, market or peasant scenes, still life. Class project will involve collaborative development of hypothetical museum exhibition, plus critical evaluation of recent displays of Antwerp images (esp. Boston, 1993). Prerequisite: 100d.

**[H/A]**

4 credits

*Larry Silver*

W 1:10-3 p.m., additional hour to be arranged

### **ARH 293b Art Historical Studies (C)**

#### **Topic A: Roman Interiors: Domestic Space as Cultural Representation**

From the humblest to the grandest, ancient Roman houses, villas and apartments often present spatial configurations and juxtapositions of wall-paintings, gardens and objects of display that may initially seem bewildering to the modern eye. Analyzed in context, however, these domestic spaces have much to reveal about family patterns and the theatrics of social interactions in everyday life. Comparisons will be made with the orchestrations of domestic spaces in other times and places in order to better assess our own presuppositions. **[H/A]**

4 credits

*Barbara Kellum*

T 1-2:50 p.m.

### **Topic B: The Painted Altarpiece in the Renaissance**

Examination, through visual analysis and related critical readings, of a picture type fundamental to the development of Western painting. Using key examples from both Italy and Northern Europe, the class will consider issues of artistic style and invention, patronage, liturgical setting, specialized function and audience, as well as the reception of selected works in the modern era. Prerequisite: 100d. **[H/A]**

4 credits

*Andree Hayum*

W 1:10-3 p.m.

### **Topic C: Classical Mythology in Western Art**

Since the beginning of history, artists have used stories about gods and heroes to allude to human relationships on specific and universal levels in ways that were recognized by their contemporaries but are often lost to viewers today. This colloquium will consider mythological allusions in art from ancient Greece to modern times. Attention given to changing choices and interpretations of myths in various cultures and to religious and social values the differences reveal. Prerequisite: 100d or CLS 227. **[H/A]**

4 credits

*Caroline Houser*

T 3-4:50 p.m.

## **Cross-listed and Interdepartmental Courses**

Although the following courses are listed in other departments, student may receive credit for them toward the Art History major and minor.

### **AMS 302b The Material Culture of New England 1630-1860**

Not for seminar credit in art history.

### **[EAS 270a Colloquium in East Asian Studies: The Art of Korea (C)]**

### **EAS 279b The Art and Culture of Tibet (C)**

### **[HST 218a Thought and Art in China (C)]**

### **REL 274a Japanese Buddhism and Buddhist Art (L)**

## Seminars and Special Studies

Seminars require both an oral presentation and a substantive research paper.

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

### **[ARH 304b Arts of Africa, Oceania and the Americas]**

**{H/A}**

4 credits

### **[ARH 310b Studies in Greek Art]**

**{H/A}**

4 credits

### **[ARH 315b Studies in Roman Art]**

**{H/A}**

4 credits

### **[ARH 321b Studies in Medieval Art]**

**{H/A}**

4 credits

### **[ARH 331b Studies in Northern European Art]**

**{H/A}**

4 credits

### **[ARH 333a Studies in Italian Renaissance Art]**

**{H/A}**

4 credits

### **ARH 342b Studies in Seventeenth-Century Art**

Topic for 1994-95: The Arts in 17th-Century France. **{H/A}**

4 credits

*John Moore*

M 1:10-3 p.m.

### **[ARH 348b Studies in English Art, Architecture and Design in the Nineteenth Century]**

Emphasis on the relationships among literature, social theory and the arts. **{H/A}**

4 credits

### **ARH 351b Studies in Nineteenth-Century European Art**

**{H/A}**

4 credits

*Jaroslav Lesbko*

W 1:10-3 p.m.

### **ARH 352a Studies in Art History**

Topic for 1994-95: Originals, Copies and Fakes. A study of original works of art and differences between them and various replicas and imitations. How can we distinguish between originals, copies and fakes? What are the cultural characteristics or environments that produce original works of art, those that quote or copy established compositions and those in which fakes or forgeries abound? What contributions can art conservators and science make to art historical examinations? Students will work directly with original works of art in the Smith College museum and visit collections and conservation laboratories in other museums. Conservation study directed by David Dempsey. Prerequisite: two courses in the history of art at the 200 level and permission of the instructor. **{H/A}**

4 credits

*Caroline Houser*

W 1:10-3 p.m.

### **ARH 354b Studies in American Art**

Topic for 1994-95: Women and Art at the Turn of the Century. An exploration of American women as producers and subjects of late 19th-century visual culture. Our investigation will include the changing possibilities of artistic training and practice, the nature of gendered space, the "aestheticization" of turn-of-the-century culture and the ideological underpinnings of such concepts as "allegory," "reverie" and "melancholy." Throughout we will be sensitive not only to the variety of roles assigned women by mainstream 19th-century American culture, but also to the roles women artists were able to define for themselves in an era of complex societal change. **{H/A}**

4 credits

*John Davis*

Th 3-4:50 p.m.

### **[ARH 356a Studies in Twentieth-Century Art]**

**{H/A}**

4 credits



**ARH 359a Studies in Modern Architecture**

Topic for 1994-95: Regionalism in American Architecture. **[H/A]**

4 credits

*Helen Searing*

M 7:30-9:30 p.m.

**[ARH 375b Studies in Asian Art]**

**[H/A]**

4 credits

**ARH 400a Special Studies**

1 to 4 credits

**ARH 400b Special Studies**

1 to 4 credits

**ARH 408d Special Studies**

8 credits

**Graduate Courses****ARH 580a Advanced Studies**

4 or 8 credits

**ARH 580b Advanced Studies**

4 or 8 credits

**ARH 580d Advanced Studies**

8 credits

**ARH 590d Research and Thesis**

8 credits

**B. STUDIO COURSES**

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

**Introductory Courses**

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

**ARS 161a Design Workshop I**

An introduction to visual experience through a study of the basic principles of design. **[A]**  
4 credits

*A. Lee Burns, Director*

M W 1:10-4 p.m., *A. Lee Burns*; W F 8-10:50 a.m., *Chester Michalik*

**ARS 161b Design Workshop I**

A repetition of 161a. **[A]**

4 credits

*A. Lee Burns, Director*

T Th 9-11:50 a.m., *Carl Caivano*; T Th 1-4 p.m., *Carl Caivano*

**[ARS 162a Design with Computers]**

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 12. **[A]**

4 credits

**ARS 162b Design with Computers**

A repetition of 162a. **[A]**

4 credits

*Gary Niswonger*

T Th 9-11:50 a.m.

**ARS 163a Drawing I**

An introduction to visual experience through a study of the basic elements of drawing. **[A]**  
4 credits

*Gary Niswonger, Director*

M W 1:10-4 p.m., *Dwight Pogue*; W F 8-10:50 a.m., *Carl Caivano*; T Th 9-11:50 a.m., *Katherine Schneider*; T Th 1-4 p.m., *Katherine Schneider*

**ARS 163b Drawing I**

A repetition of 163a. {A}

4 credits

T Th 9-11:50. *Martha Armstrong*; T Th 1-4 p.m., *John Gibson*; W F 8-10:50 a.m., *Katherine Schneider*

**ARS 171a Introduction to the Materials of Art**

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. {A}

4 credits

*Elliot Offner*

M W 8-10:50 a.m.

**Intermediate Courses**

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200-level and above courses, provided they work with a different instructor.

**ARS 262b Design Workshop II**

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor.

Enrollment limited to 16. {A}

4 credits

*A. Lee Burns*

M W 1:10-4 p.m.

**ARS 264a Drawing II**

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. {A}

4 credits

*Gary Niswonger*

T Th 9-11:50 a.m.

**[ARS 264b Drawing II]**

A repetition of 264a. Enrollment limited to 15. {A}

4 credits

**[ARS 265b Color]**

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permis-

sion of the instructor. Offered in alternate years. {A}

4 credits

**ARS 266a Painting I**

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15. {A}

4 credits

*Susan Heideman*

M W 1:10-4 p.m.

**ARS 266b Painting I**

A repetition of 266a. {A}

4 credits

*John Gibson*

T Th 9-11:50 a.m.

**ARS 267a Watercolor Painting**

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Enrollment limited to 15. {A}

4 credits

*Susan Heideman*

M W 9-11:50 a.m.

**ARS 269a Offset Printmaking I**

Printmaking using the flat-bed offset press with hand-drawn lithographic plates. One project will feature photo halftone printmaking. May be repeated once for credit. Prerequisites: 163a or b and permission of the instructor. Enrollment limited to 12. {A}

4 credits

*Dwight Pogue*

M W 9-11:50 a.m.

**[ARS 270b Offset Monoprinting]**

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15. {A}

4 credits

**[ARS 271b Graphic Arts]**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15.

Normally offered in alternate years. **[A]**

4 credits

### **ARS 272a Intaglio Techniques**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. **[A]**

4 credits

*Gary Niswonger*

T Th 1-4 p.m.

### **ARS 273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16. **[A]**

4 credits

*A. Lee Burns*

M W 9-11:50 a.m.

### **ARS 275a An Introduction to Printing**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. **[A]**

4 credits

*Elliot Offner*

M W 1:10-4 p.m.

### **ARS 276b Calligraphy and Lettering**

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. **[A]**

4 credits

*Elliot Offner*

M W 8-10:50 a.m.

### **ARS 277b Woodcut**

The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15. **[A]**

4 credits

*Elliot Offner*

M W 1:10-4 p.m.

### **ARS 280a Introduction to Architecture, City Planning and Landscape Design**

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24. **[A]**

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

### **ARS 281b Introduction to Architecture, City Planning and Landscape Design**

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24. **[A]**

4 credits

*Richard Joslin*

T Th 9-11:50 a.m.

### **ARS 282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended:

161, or 163, or permission of the instructor

Enrollment limited to 20 per section. **[A]**

4 credits

*To be announced*, T Th 9-11:50 a.m.; *Chester Michalik*, W F 1:10-4 p.m.

### **ARS 282b Photography I**

A repetition of 282a. **[A]**

4 credits

*Chester Michalik*

W F 9-11:50 a.m.; W F 1:10-4 p.m.

## **Advanced Courses**

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

### **[ARS 362a Painting II]**

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15. **[A]**

4 credits

### **ARS 362b Painting II**

A repetition of 362a. **[A]**

4 credits

*Martha Armstrong*

T Th 1-4 p.m.

### **ARS 369b Offset Printmaking II**

Advanced study in offset printmaking. Emphasis on color printing combining lithography, monoprinting and woodblock printing. One project will feature photo-printmaking. Prerequisites: 269a and/or permission of the instructor. Enrollment limited to 12. **[A]**

4 credits

*Dwight Pogue*

M W 9-11:50 a.m.



**ARS 372b Graphic Arts II**

Advanced study in printmaking, with emphasis on etching or lithography. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15. **[A]**  
4 credits

*Gary Niswonger*

T Th 1-4 p.m.

**ARS 374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12. **[A]**  
4 credits

*A. Lee Burns*

M W 9-11:50 a.m.

**[ARS 376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. **[A]**  
4 credits

**ARS 381a Architecture**

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 15. **[A]**  
4 credits

*Richard Joslin*

T Th 1-4 p.m.

**ARS 381b Architecture**

A continuation of 381a. Prerequisite: 381a. **[A]**  
4 credits

*Richard Joslin*

T Th 1-4 p.m.

**ARS 382a Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. **[A]**  
4 credits

*To be announced*

T Th 1-4 p.m.

**ARS 382b Photography II**

A repetition of 382a. **[A]**  
4 credits

*To be announced*

T Th 9-11:50 a.m.

**[ARS 383b Landscape Architecture]**

Prerequisite: permission of the instructor. **[A]**  
4 credits

**ARS 384b Advanced Studies in Photography**

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. **(E) [A]**  
4 credits

*To be announced*

T Th 1-4 p.m.

**ARS 400a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.  
1 to 4 credits

**ARS 400b Special Studies**

1 to 4 credits

**ARS 408d Special Studies**

8 credits

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

**Graduate****ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture**

4 credits

*Members of the Department*

**ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture**

4 credits

*Members of the Department*

**ARS 582d Architecture**

8 credits

**ARS 583d Landscape Architecture**

8 credits

## Honors

### Co-directors of the Honors Committee:

Art History: Barbara Kellum; Studio Art: Gary Niswonger  
Basis: ARH 100d.

### ARH 430d Thesis

8 credits

### ARS 430d Thesis

8 credits

Requirements: ARH 100d. ARH 291 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

## The Major

**Advisers:** Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marilyn Rhie, Helen Searing.

### Art History Adviser for Study Abroad:

Caroline Houser.

### Art Studio Adviser for Study Abroad:

Dwight Pogue.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art), or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or sophomore year.

**Areas of Study (Alpha—Epsilon).** Courses in the history of art are divided into areas that reflect the various time periods and civilizations studied in the course. These areas are:

Alpha (Ancient): 209; 210; 211; 212; 214; 215; 310; 315.

Beta (Medieval): 221; 222; 224; 321.

Gamma (Renaissance, Baroque and Rococo): 233; 234; 235; 241; 242; 243; 244; 246; 331; 333; 342.

Delta (Modern): 251; 252; 253; 254; 255; 256; 258; 292; 348; 351; 352; 354; 356; 359.

Epsilon (Asian, African and Pre-Columbian): 201; 203; 204; 207; 208; 213; 304; 375.

Courses with topics that change annually (ARH 205; 290; 293) may be placed in the appropriate Alpha—Epsilon groupings depending on the topic of the courses. Other courses not in the Alpha—Epsilon list may be counted for credit toward the major but not toward the fulfillment of area distribution.

## Plan A, The History of Art

Basis: 100d.

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history seminar; one course in studio art (ARS). The seven semester courses in art history must be distributed in at least four different areas of study Alpha—Epsilon. The studio art course should be taken no later than the first semester of the junior year.

## Plan B, Studio Art

Basis: ARH 100d and ARS 163a or b.

Requirements: the basis; seven additional studio art courses; two additional art history courses from two different areas of study, to be selected from the list beginning with Alpha and ending with Epsilon. At least one of the seven studio courses required should be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171 a or b; and ARS 265a or b. In addition, seniors will be required to install a senior show, which will normally occur in the spring semester.

## Plan C, Architecture

Basis: ARH 100d, ARS 280a, ARS 281b, and ARS 162a or b or ARS 163a or b.

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus ARH 202, 204, 205, 212, 215, 222, 224, 234, 244, 246, 253, 254, 255, 257, 258, 290, 359), and/or their equivalents in other Five College institutions, of which three should be courses from two of the Alpha through Epsilon study areas. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

## The Minors

### Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as she desires within the skeletal structure of the requirements.

**Advisers:** Members of the art history faculty.

Requirements: ARH 100d; any three additional courses in the history of art at the 100 and 200 level; and at least one art history seminar (a 300 level course).

### Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on

one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

**Advisers:** Members of the studio art faculty.

Requirements: 163a or b and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

### Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

**Advisers:** John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 205, 212, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359.

### Plan 4, Graphic Arts

**Advisers:** Gary Niswonger, Dwight Pogue.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163 (basis); (2) 260 History of Graphic Arts or 261, Composition of Books; and (3) any four from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.



# Astronomy

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## Professors

Richard E. White, Ph.D., *Chair*  
 Suzan Edwards, Ph.D.

## Five College Faculty

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)  
 Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)  
 William A. Dent, Ph.D. (Professor, University of Massachusetts)  
 George S. Greenstein, Ph.D. (Professor, Amherst College)  
 Andrew Harris (Associate Professor, University of Massachusetts)  
 Edward Robert Harrison, F.Inst.P. (Professor, University of Massachusetts)  
 Mark Heyer (Assistant Professor, University of Massachusetts)  
 William Michael Irvine, Ph.D. (Professor, University of Massachusetts)  
 Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)  
 Read Predmore, Ph.D. (Associate Professor, University of Massachusetts)  
 F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)  
 Stephen E. Schneider, Ph.D. (Associate Professor, University of Massachusetts)  
 Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)  
 Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)  
 Karen M. Strom (Senior Researcher, University of Massachusetts)  
 Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)  
 Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)  
 David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)  
 Martin D. Weinberg, Ph.D. (Associate Professor, University of Massachusetts)  
 Judith S. Young, Ph.D. (Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include,

among others, an observatory on the roof of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

**100a A Survey of the Universe**

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in which basic ideas about the forces of nature underlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification and optical observing with the telescopes of the Five College Astronomy Department. **[N]**

4 credits

*Richard White*

T Th 9-10:20 a.m.; dis. Th 1-1:50 p.m., Th 2-2:50 p.m., or F 10-10:50 a.m.

**111b Introduction to Astronomy**

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102a or the equivalent. **[N]**

4 credits

*Suzan Edwards*

M W F 1:10-2:20 p.m.; lab M 7 p.m.

**113a FC13a The Solar System**

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the earth and other planets. **[N]**

4 credits

*Michael Skrutskie*

M W F 1:25-2:15 p.m. at UMass

**[215a FC15a History of Astronomy]**

Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe and Ptolemaic system; Islamic developments, rise of the medieval universe and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology. **(H/N)**

4 credits

**223b FC23b Planetary Science**

A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **[N]**

4 credits

*William Dent*

T Th 2:30-3:45 p.m. at Hampshire

**224a FC24a Stellar Astronomy**

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **[N]**

4 credits

*George Greenstein, Stephen Strom*

M W 2:30-3:45 p.m. at Smith

**224b FC24b Stellar Astronomy**

A repetition of 224a.

4 credits

*Richard White, To be announced*

T Th 2:30-3:45 p.m. at Amherst

**[225b FC25b Galactic and Extragalactic Astronomy]**

The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. [N]

4 credits

**226a FC26a Cosmology**

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111a or b and one physical science course. [N]

4 credits

*Edward Harrison*

T Th 2:30-3:45 p.m. at UMass

**330b FC30b Seminar: Topics in Astrophysics**

Topic for 1994-95: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: one of 222b, 224a, 225b, 351a, or 352b. [N]

4 credits

*George Greenstein*

M W 2:30-3:45 p.m. at Amherst

**337a FC37a Observational Techniques in Optical and Infrared Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astrophysical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 222b, 224a, 225b, 351a, or 352b. [N]

4 credits

*Suzan Edwards, Stephen Strom*

M W 2:30-3:45 p.m. at Smith

**338b FC38b Techniques of Radio Astronomy**

Equipment, techniques and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. [N]

4 credits

*Ronald Snell*

T Th 2:30-3:45 p.m. at UMass

**351a FC51a Astrophysics I: Stars and Stellar Evolution**

Physical principles governing the properties of stars, their formation and evolution: Radiation Laws and the Determination of Stellar Temperatures and Luminosities; Newton's Laws and the Determination of Stellar Masses; Hydrostatic equation and the thermodynamics of gas and radiation; Nuclear fusion and stellar energy generation; Physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; Nucleosynthesis in supernova explosions; Dynamics of mass transfer in binary systems; Viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200 level physics classes. [N]

4 credits

*Martin Weinberg*

M W F 1:25-2:45 p.m. at UMass



**[352b FC52b Astrophysics II: Galaxies]**

Physical processes in the gaseous interstellar medium: Photoionization in HII regions and planetary nebulae; Shocks in supernova remnants and stellar jets; Energy balance in molecular clouds. Dynamics of Stellar Systems: Star Clusters and the Viral Theorem; Galaxy rotation and the presence of Dark Matter in the Universe; Spiral Density Waves. Quasars and Active Galactic Nuclei: Synchrotron Radiation; Accretion Disks; Supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200 level physics classes. To be offered in 1995-96. [N] 4 credits

**404a Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology. 4 credits

**404b Special Studies**

4 credits

**The Major**

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115a in the fall semester and begin astronomy with 111b in the spring semester.

Basis: 111b.

Requirements: 12 semester courses, including the basis and 221a and 222b or 224a or [225b], PHY 115a, 116b, and 210a, two courses selected from MTH 211a or b, 212a or b, 222b, 225b, and PHY 211b, and two astronomy courses at the 300 level or above, including either 330b or 351a. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

**The Minor**

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing or science education.

Basis: 111b.

Requirements: Six semester courses, including the basis, PHY 115a and 116b, and three further intermediate or advanced astronomy courses, including 222b, 224a, or [225b].

**Honors**

**Directors:** Suzan Edwards, Richard White.

**430d Thesis**

8 credits

**432d Thesis**

12 credits

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

# Biochemistry

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## Advisers

Kenneth Hellman, Professor of Chemistry, *Director*  
Jeanne Powell, Professor of Biological Sciences  
Stylianos Scordilis, Professor of Biological Sciences  
Petra Turowski, Assistant Professor of Chemistry

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230a, 231a and CHM 224b before the junior year.

## 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. [N]  
3 credits

*Stylianos Scordilis*

T Th 9-10:20 a.m.

## 253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. [N]

2 credits

*Stylianos Scordilis*

T 1-4:50 p.m.

## CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 112a or b. [N]  
4 credits

*George Fleck*

Lec. M W F 11-11:50 a.m.; lab F 1:10-4 p.m.

## 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b. [N]  
4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

## CHM 357b Selected Topics in Biochemistry

Topic for 1994-95: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permis-



sion of the instructor. Offered in alternate years. [N]  
3 credits  
*David Bickar*  
To be arranged

**400a Special Studies**  
Variable credit as assigned

**400b Special Studies**  
Variable credit as assigned

**400d Special Studies**  
Variable credit as assigned

The Major

Requirements: BIO 111a, 112b, 230a and 231a; CHM 111a or 115a, 222b, 223a, 224b; BCH 252b and 253b, 352a.

Electives: at least two courses from the following list\*:

- |                  |   |
|------------------|---|
| BIO 232b, 233b   | Genetics                                  |
| BIO 250b, 251b   | Plant Physiology                          |
| BIO 256a, 257a   | Animal Physiology                         |
| BIO 342a (343a)  | Molecular Biology of the Gene             |
| [BIO 348a (349a) | Molecular Physiology]                     |
| [CHM 228b        | Bio-Organic Chemistry]                    |
| CHM 332b         | Physical Chemistry                        |
| CHM 335a         | Physical Chemistry of Biochemical Systems |
| [CHM 336b        | Enzyme Kinetics]                          |
| CHM 357b         | Selected Topics in Biochemistry           |
| CHM 363b         | Advanced Inorganic Chemistry              |

\*A 48-credit-hour major can be met by choosing two three-credit courses as electives. Other combinations of electives will lead to more than 48 credit hours in the major. A student must take a minimum of 64 credits in courses outside the major. Courses in Chemistry or Biology not on the list of electives count outside the Biochemistry major.

Honors

**Director:** Stylianos Scordilis.

**430d Thesis**  
8 credits

**432d Thesis**  
12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry and an oral presentation of the honors research.

# Biological Sciences

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## Professors

\*Carl John Burk, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D., *Chair*  
 Jeanne A. Powell, Ph.D.  
 \*\*Stephen G. Tilley, Ph.D.  
 Philip D. Reid, Ph.D.  
 †Robert B. Merritt, Ph.D.  
 Margaret Anderson Olivo, Ph.D.  
 Richard Francis Olivo, Ph.D.  
 Stylianos P. Scordilis, Ph.D.

## Associate Professors

Richard T. Briggs, Ph.D.  
 Steven A. Williams, Ph.D.  
 Paulette Peckol, Ph.D.  
 †Virginia Hayssen, Ph.D.

## Adjunct Associate Professors

Thomas S. Litwin, Ph.D.  
 Leslie R. Jaffe, M.D.

## Assistant Professors

Alan Bornbusch, Ph.D.  
 Betty A. McGuire, Ph.D.

## Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

## Lecturers

Richard H. Munson, Ph.D.  
 Mary Helen Laprade, Ph.D.

## Laboratory Instructor

Graham R. Kent, M.Sc.

## Teaching Fellows

Christina Belaoussoff, B.A.  
 Jesse L. Lang, B.S.  
 Robert McMaster, B.A., M.S.T.

The following seven courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

### 100b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended. {N}

4 credits

Elizabeth Tyrrell

T Th 9-10:20 a.m.

### [104b Human Biology]

A study of the systems of the human body, their functions, development and genetics, as they relate to health, disease and human society. To be offered in 1995-96. {N}

4 credits

### [105b "Animals Without Backbones": Invertebrates and Human Society]

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. To be offered in 1996-97. {N}

4 credits

### 200d Horticulture

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Laboratory (201d) must be taken

concurrently. [N]

6 credits

*Richard Munson*

T Th 9-10:20 a.m.

### 201d Horticulture Laboratory

Practical application of horticultural practices and techniques to include transplanting, propagation, garden design and installation and identification of plants. Horticulture (200d) must be taken concurrently. [N]

2 credits

*Richard Munson*

T Th 10:30-11:50 a.m.

### [206a Conservation of Natural Resources]

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation and wildlife. One previous semester of college science strongly recommended. To be offered in 1995-96. [N]

4 credits

### IDP 208a Women's Medical Issues

See Interdepartmental and Extradepartmental Course Offerings.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are not required to take 111a or 112b. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

### 111a Introduction to Biology

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems. [N]

4 credits

*Richard Briggs, Philip Reid, Graham Kent*

Sec. A: M W F 10-10:50 a.m., Th 4-4:50 p.m.

Sec. B: T Th 10:30-11:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-

10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50

p.m.; E: W 1:10-3 p.m.; F: Th 9-10:50 a.m.;

G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

### 112b Introduction to Biology

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, form and function in plants and animals and the ecology of populations and communities. The course includes a weekend half-day field trip. Prerequisite: 111a or permission of the course director. [N]

4 credits

*Alan Bornbusch, Betty McGuire, Graham Kent*

Lec. M W F 10-10:50 a.m., Th 4-4:50 p.m.

Lab sections: A: M 1:10-3 p.m.; B: T 8:30-

10:20 a.m.; C: T 1-2:50 p.m.; D: T 3-4:50

p.m.; E: W 1:10-3 p.m.; F: Th 9-10:50 a.m.;

G: Th 1-2:50 p.m.; H: F 1:10-3 p.m.

### MTH 107a Basic Statistics with Applications

An introduction to statistics that teaches broadly relevant concepts, and students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial, Poisson and normal probability distributions; point and interval estimates of means and proportions; one- and two-sample tests for means and proportions; principles of experimental design, analysis of variance and regression analysis. Students choose between the Tuesday lab for biology majors and the Thursday lab for those with other interests. A strong background in high-school algebra is a prerequisite. Enrollment in lab sections limited to 15.

4 credits

*Stephen Tilley, Katherine Halvorsen (Mathematics)*

M W F 1:10-2:30 p.m.; lab T or Th 1-2:50 p.m.

### 230a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b. Laboratory (231a) is optional. [N]

4 credits

*Stylianios Scordilis, Jeanne Powell*

M T W F 8-8:50 a.m.

### 231a Cell Biology Laboratory

Techniques include spectrophotometry, enzyme kinetics, light and electron microscopy, electrophoresis, cell culture and autoradiogra-



phy as well as student-designed projects. Additional prerequisite: 230a, which should be taken concurrently. [N]

1 credit

*Stylianos Scordilis, Jeanne Powell*

M 1:10-4:00 p.m.; T 1:00-3:50 p.m.; W 1:10-4 p.m.

### 232b Genetics

A course in molecular, population and evolutionary genetics. Topics will include transmission genetics, DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance and developmental genetics. Additional prerequisites: CHM 111a or 115a. Laboratory (233b) is optional. [N]

4 credits

*Steven Williams, Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

### 233b Genetics Laboratory

A laboratory course designed to complement the lecture material in 232b. Basic techniques of molecular genetics, including recombinant DNA and DNA synthesis, will be covered in several organized sessions; and basic techniques of transmission genetics, such as gene mapping, will be covered by an independent project of student choice. Additional prerequisite: 232b, which should be taken concurrently. [N]

1 credit

*Steven Williams, Alan Bornbusch*

M 1:10-4 p.m., T 1-4 p.m., or W 1:10-4 p.m.

### [GEO 235] Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications.

Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) To be offered in 1995-96.

1 credit

### 240a Plant Biology

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional. [N]

4 credits

*Philip D. Reid*

M W F 1:10-2:00 p.m.

### 241a Plant Biology Laboratory

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: 240a, which should be taken concurrently. [N]

1 credit

*Philip D. Reid*

Th 1-4 p.m.

### 242a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms.

Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast will be scheduled. Laboratory (243a) must be taken concurrently. [N]

4 credits

*Mary Laprade*

T Th 9-10:20 a.m.

### 243a Invertebrate Zoology Laboratory

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. Field work on Cape Cod or other suitable coastal locations. 242a must be taken concurrently. [N]

1 credit

*Mary Laprade*

T Th 1-2:50 or T Th 3-4:50 p.m.

### 244b Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245b) must be taken concurrently. [N]

4 credits

*Mary Laprade*

T Th 10:30-11:50 a.m.

**245b Vertebrate Biology Laboratory**

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. 244b must be taken concurrently. [N]

1 credit

*Mary Laprade*

W or Th 1-4 p.m.

**250b Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. [N]

4 credits

*Philip D. Reid*

T Th 9-10:20 a.m.

**251b Plant Physiology Laboratory**

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport and the effects of hormones. Emphasis is on individual research projects. 250b is a prerequisite or must be taken concurrently. [N]

1 credit

*Philip D. Reid*

M 1:10-4 p.m.

**254a General Bacteriology**

This course examines bacterial morphology and growth, and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently. [N]

3 credits

*Elizabeth Tyrrell*

M 1:10-2:30 p.m., W F 1:10-2 p.m.

**255a General Bacteriology Laboratory**

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently. [N]

2 credits

*Elizabeth Tyrrell*

W F 2:10-4 p.m.

**256a Animal Physiology**

Functions of animals required for survival (movement, respiration, circulation, etc.). neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments.

Additional prerequisite: CHM 111a or 115a. Laboratory (257a) is optional. [N]

4 credits

*To be announced*

M W F 10-10:50 a.m.

**257a Animal Physiology Laboratory**

Experiments using a variety of different vertebrate and invertebrate organisms will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. 256a is a prerequisite or must be taken concurrently. [N]

1 credit

*To be announced*

W 1:10-4 p.m., Th 1:10-4 p.m., or F 1:10-4 p.m.

**260a Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory. [N]

4 credits

*Stephen Tilley*

T Th 10:30-11:50 a.m.

**261a Principles of Ecology Laboratory**

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work, statistical analysis and computer simulation. Additional prerequisite: 260a, which should be taken concurrently. [N]

1 credit

*Stephen Tilley*

Th 1-3:50 p.m.

**[262b Evolution and Systematics]**

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation and macroevolutionary patterns. To be offered in 1995-96. [N]

4 credits

**264a Marine Ecology**

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) is optional except for students planning to minor in Marine Sciences. [N]

4 credits

*Paulette Peckol*

T Th 9-10:20 a.m.

**265a Marine Ecology Laboratory**

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. Laboratory is required in the minor in Marine Sciences. [N]

1 credit

*Paulette Peckol*

M 1:10-4 p.m. or T 1-3:50 p.m. and two weekend field trips.

**266b Plant Systematics**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently. [N]

3 credits

*John Burk*

Th 3-4:50 p.m.

**267b Plant Systematics Laboratory**

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently. [N]

1 credit

*John Burk*

F 1:10-4 p.m.

**BCH 252b Biochemistry I: Biochemical Structure and Function**

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regu-

lation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. [N]

3 credits

*Stylianios Scordilis*

T Th 9-10:20 a.m.

**BCH 253b Biochemistry I Laboratory**

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. [N]

2 credits

*Stylianios Scordilis*

T 1-4:50 p.m.

**320a Colloquium: Cell Biology of Disease**

A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias, and cystic fibrosis, as well as the clinical symptomatology and therapeutic possibilities. Prerequisites: 230 and 231. [N]

4 credits

*Stylianios Scordilis*

T 1-3:50 p.m.

**330b Neurophysiology**

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory (331b) must be taken concurrently. [N]

4 credits

*Richard Olivo*

M W F 10-10:50 a.m.

**331b Neurophysiology Laboratory**

Electrophysiological recording of signals from neurons, including a self-designed project in the second half of the semester. 330b must be taken concurrently. [N]

1 credit

*Richard Olivo*

Th 1-4 p.m.



**332a Histology**

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional. [N]  
4 credits

*Richard Briggs*

M W F 11 a.m.-12:10 p.m.

**333a Histology Laboratory**

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: five students. Additional prerequisite: 332a, which should be taken concurrently. [N]  
1 credit

*Richard Briggs*  
T 1-4:50 p.m.

**336b Introduction to Biological Fine Structure**

Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. [N]  
3 credits

*Richard Briggs*  
T Th 10:30-11:50 a.m.

**337b Introduction to Biological Fine Structure Laboratory**

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission electron microscopes and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. [N]  
2 credits

*Richard Briggs*  
Th or F 1-4:50 p.m.

**338b Morphology of Algae and Fungi**

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Empha-

sis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. [N]  
4 credits

*Paulette Peckol*  
T Th 10:30-11:50 a.m.

**339b Morphology of Algae and Fungi Laboratory**

The laboratory will focus on concepts discussed in lecture and will include a small, independent project. A weekend field trip is included. Additional prerequisite: completed basis for the major. 338b must be taken concurrently. [N]  
1 credit

*Paulette Peckol*  
T 1-4 p.m.

**340b Principles of Virology**

Introduction to current concepts of virus multiplication and effects on host cells. Additional prerequisite: 230a. Laboratory (341b) is optional. [N]  
4 credits

*Elizabeth Tyrrell*  
T 1-2 p.m., Th 1-2:20 p.m.

**341b Principles of Virology Laboratory**

Bacteriophages are used as model systems to demonstrate virus isolation, propagation, titration and inactivation. Additional prerequisite: 254a/255a. 340b is a prerequisite or must be taken concurrently. [N]  
1 credit

*Elizabeth Tyrrell*  
T 2:10-4:50 p.m. and one hour to be arranged

**342a Molecular Biology of the Gene**

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning and genetic engineering in genetic analysis. Additional prerequisites: 232b or BCH 252b. Laboratory (343a) is optional. Recommended: 254a. [N]  
4 credits

*Steven Williams*  
T Th 10:30-11:50 a.m.

**343a Molecular Biology of the Gene Laboratory**

A laboratory course designed to complement the material covered in 342a. Each year a

different gene is cloned and analyzed as a semester-long project by the entire class. Techniques used will include DNA isolation, transformation, Southern blot analysis, DNA synthesis and DNA sequencing. Although scheduled for one afternoon per week, students must be prepared to come to the laboratory an additional hour each week. Additional prerequisite: 342a, which should be taken concurrently, and 233b or BCH 253b. Recommended: 255a. [N]

1 credit

*Steven Williams*

W 1:10-4 p.m., additional hour to be arranged

### [344b Immunology]

An introduction to the immune system; molecular, cellular and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies and immunopathology. Additional prerequisite: 230a. Recommended: 232b and 254a/255a. Laboratory (345b) is optional. To be offered in 1995-96. [N]

4 credits

### [345b Immunology Laboratory]

Immunological techniques used in immune diagnosis and as research tools. Exercises include isolation, quantification and isotyping of antibodies, ELISA, immunocytochemistry, immune cell population analysis and cell culture. 344b is a prerequisite or must be taken concurrently. To be offered in 1995-96. [N]

1 credit

### 346b Developmental Biology

A study of the experimental evidence for interacting systems in fertilization, cleavage, gastrulation and the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in the development of organisms. Additional prerequisite: 230a or permission of the instructor. Laboratory (347b) must be taken concurrently. [N]

4 credits

*Jeanne Powell*

M W F 11 a.m.-12:10 p.m.

### 347b Developmental Biology Laboratory

Experimental analysis of selected developmental systems, including amphibian oogenesis, sea urchin, frog and chick development and tissue culture studies of nerve-muscle relationships. 346b must be taken concurrently.

rently. [N]

1 credit

*Jeanne Powell*

Th 1-4:50 p.m.

### [348a Molecular Physiology]

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1995-96. [N]

3 credits

### [349a Molecular Physiology Laboratory]

Laboratory models and techniques in cellular physiology at the molecular level including: subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: five students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1995-96. [N]

2 credits

### [350b Biogeography]

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1995-96. [N]

4 credits

### 352a Animal Behavior

An analysis of the what, how and why of behavior with emphasis on independent thought. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) must be taken concurrently. [N]

4 credits

*Betty McGuire*

T 1-4 p.m.

### 353a Animal Behavior Laboratory

An analysis of the what, how and why of behavior with emphasis on independent discovery. 352a must be taken concurrently. [N]

1 credit

*Betty McGuire*

Th 1-5 p.m.

### 354a Species Extinction and Conservation

The application of ecological, genetic and evolutionary knowledge to the global crisis of species extinction and biodiversity loss. Topics include causes of species extinctions, the value of biodiversity and how populations and communities can be managed to conserve species. Lectures and discussions. Prerequisites: one of the following or the equivalent: 232b, 260a, 262b, 264a, or permission of the instructor. Laboratory (355a) is optional. {N}

4 credits

*Alan Bornbusch*

M W F 11 a.m.-12:10 p.m.

### 355a Species Extinction and Conservation Laboratory

Through six class or small group projects, participants gain experience in quantitative field and laboratory methods and their application to problems in species conservation. Subjects include population censusing and genetics, computer modeling of population viability, habitat fragmentation and species diversity and public attitudes toward species conservation. 354a is a prerequisite or must be taken concurrently. (E). {N}

1 credit

*Alan Bornbusch*

T 1-4:50 p.m.

### [356a Plant Ecology]

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently. To be offered in 1995-96. {N}

3 credits

### [357a Plant Ecology Laboratory]

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently. To be offered in 1995-96. {N}

1 credit

### 400a Special Studies

Variable credit (1 to 5) as assigned

### 400b Special Studies

Variable credit (1 to 5) as assigned

## Seminars

### [360b Topics in Molecular Biology]

Prerequisite: a course in genetics or molecular biology. {N}

3 credits

### [362a Topics in Organismal Biology]

3 credits

### [364b Topics in Environmental Biology]

Contemporary topics in the field of marine sciences. Specific emphasis on coastal development and pollution, e.g., oil spills, wetland loss, coral reef disturbances. Prerequisite: an ecology course and permission of the instructor. To be offered in 1995-96. {N}

3 credits

### PPL 303b Public Policy for Marine and Coastal Resources

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology.

4 credits

*Allen Curran (Geology), John Burk (Biology)*

T 1-2:50 p.m.

### 366b Topics in Cellular Biology

Topic for 1994-95: Vision. Starting in the retina, and proceeding through visual areas of the cortex, we will trace how assemblies of nerve cells generate our perception of form, color and movement. Prerequisite: 230a or 256a, or PSY 211a. {N}

3 credits

*Richard Olivo*

W 7:30-9:30 p.m.

### [368a Topics in Evolutionary Biology]

Prerequisite: permission of the instructor. {N}

3 credits

### 370j Tropical Ecology of Belize

This course will focus on the diverse marine and terrestrial habitats in this tropical envi-



ronment, including coral reefs, mangrove forests and rain forests. Lectures, discussions and numerous field trips will provide students with an understanding of tropical ecosystems and of some contemporary environmental and economic issues facing Belize and other developing countries. Each student will be involved in an independent research project. Prerequisites: ecology or oceanography course and permission of the instructor. Enrollment limited to 15. **[N]**

2 credits

*Paulette Peckol, Stephen Tilley*

January 1995

6-8 working hours per day

## The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:

Plant biology: Philip Reid, John Burk (second semester).

Cell and molecular biology: Richard Briggs, Stylianos Scordilis, Steven Williams.

Environmental and evolutionary biology: Alan Bornbusch, Stephen Tilley (first semester), Paulette Peckol, John Burk (second semester).

General biology: Mary Laprade.

Marine biology: Paulette Peckol, John Burk (second semester).

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade.

**Adviser for Study Abroad:** Paulette Peckol (first semester), John Burk (second semester).

Prospective majors should take CHM 111a or 115a, and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete both semesters of 200d/201d may be granted four credits toward the major. Students who take one of the other courses designated for non-majors (100b, [104b], [105b], [206a]) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a or CHM 115a.

Distribution: four of the following courses, one from each of four fields:

A. Cell biology: 230a.

B. Genetics: 232b.

C. Organismal biology: 240a, 242a/243a, 244b/245b.

D. Physiology: 250b, 254a/255a, 256a.

E. Evolutionary and environmental biology: 260a, [262b], 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the Department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the Department's offerings.

Additional courses: A total of 48 credits is required for the major. Electives may be any courses acceptable for the major. Up to four credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a, BCH 352a, GEO 231a, MTH 245a, PPL 303b, PSY 113a or b, PSY 311a.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b, and one 300-level course. No more than one course designed primarily for non-majors may be included.

## Honors

**Director:** Steven Williams.

Basis: the same as that for the major.

**430d Thesis**

8 credits

**431a Thesis**

8 credits

**432d Thesis**

12 credits

Requirements: the same as for the major, and eight or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a, or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

**Marine Sciences**

See pages 268-269.

**Neuroscience**

See page 288.

**Graduate**

**Adviser:** Elizabeth Tyrrell.

**507a Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

**507b Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

3 credits

*Members of the Department*

**510a Advanced Studies in Molecular Biology**

3 to 5 credits

*Members of the Department*

**510b Advanced Studies in Molecular Biology**

3 to 5 credits

*Members of the Department*

**520a Advanced Studies in Botany**

3 to 5 credits

*Members of the Department*

**520b Advanced Studies in Botany**

3 to 5 credits

*Members of the Department*

**530a Advanced Studies in Microbiology**

3 to 5 credits

*Members of the Department*

**530b Advanced Studies in Microbiology**

3 to 5 credits

*Members of the Department*

**540a Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department*

**540b Advanced Studies in Zoology**

3 to 5 credits

*Members of the Department*

**550a Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department*

**550b Advanced Studies in Environmental Biology**

3 to 5 credits

*Members of the Department*

**590d Research and Thesis**

8 credits

**Prehealth Professional Programs**

Students may prepare for health professions schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus and social or behavioral science. Because health professions schools differ in the details of their requirements, students should confer with a Prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of pre-health advisers and other information may be obtained from the Career Development Office or from Margaret Olivo, Chair of the Board of Pre-health Advisers.

# Chemistry

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## Professors

George Morrison Fleck, Ph.D.  
Kenneth Paul Hellman, Ph.D.  
\*Thomas Hastings Lowry, Ph.D.  
Robert G. Linck, Ph.D., *Chair*  
\*Stuart Rosenfeld, Ph.D.

## Associate Professor

David Bickar, Ph.D.

## Assistant Professors

Sharon M. Palmer, Ph.D.  
Petra Nicôle Turowski, Ph.D.

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## Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

## Laboratory Instructor

Virginia White, M.A.

## Research Associate

Richard E. Morel

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b and PHY 115a and 116b as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 115a.

## 100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. [N]

4 credits

*George Fleck*

M W F 10-10:50 a.m.

## 111a Chemistry I: General Chemistry

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. [N]

5 credits

*Robert Linck, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 115a Chemistry I: General Chemistry

A course dealing with atomic and molecular structure and properties, and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. [N]

5 credits

*George Fleck, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

## 222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature,



physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111a or 115a. [N]  
5 credits

*Thomas Lowry, Lâle Burk*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., or T or Th 9-11:50 a.m., or T or Th 1-3:50 p.m.

### **223a Chemistry III: Organic Chemistry**

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab. [N]  
5 credits

*David Bickar, Lâle Burk*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M 1:10-4 p.m. or T or Th 9-11:50 a.m. or T or Th 1-3:50 p.m. or W 1:10-4 p.m.

### **224b Chemistry IV: Bonding, Structure and Energetics**

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor. [N]  
5 credits

*Kenneth Hellman, Virginia White*

Lec. M W F 9-9:50 a.m., Th 8-8:50 a.m.; lab M or W 1:10-4 p.m., T or Th 9-11:50 a.m., T or Th 1-3:50 p.m.

### **226b Synthesis**

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a. [N]  
3 credits

*Stuart Rosenfeld*

T Th 9-9:50 a.m.; lab T 1-4:50 p.m.

### **[228b Bio-Organic Chemistry]**

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years. To be offered in 1995-96. [N]  
3 credits

### **[321a Organic Synthesis]**

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a. Offered in alternate years. To be offered in 1996-97. [N]  
4 credits

### **[323a Organic Mechanisms]**

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. To be offered in 1995-96. [N]  
3 credits

### **331a Physical Chemistry**

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended. [N]  
4 credits

*Sharon Palmer*

M W F 11 a.m.-12:10 p.m.

### **332b Physical Chemistry**

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a. [N]  
5 credits

*Sharon Palmer*

Lec. M W F 11 a.m.-12:10 p.m.; lab Th 1-3:50 p.m.

### **335a Physical Chemistry of Biochemical Systems**

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b. [N]  
4 credits

*George Fleck*

Lec. M W F 11-11:50 a.m.; lab F 1:10-4 p.m.

### **[338b Chaos and Chemistry]**

Irreversible phenomena in chemistry, focusing on rates of reaction and transport pro-

cesses. Topics include: chemical relaxation, non-linear and far-from-equilibrium phenomena, dissipative structures, spatial and temporal pattern formation in chemical systems, oscillating reactions and chemical chaos. Prerequisite: 224b or permission of the instructor. To be offered in 1995-96. (E) [N]  
4 credits

### 347a Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species in environmental, biological, inorganic, organic and geologic samples. Library research of analytical techniques will be emphasized, as will the critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor. [N]  
5 credits

*Petra Turowski*

Lec. T Th 9-9:50 a.m.; lab T 1-5 p.m. and Th 1-4 p.m.

### BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 224b and BCH 252b. [N]  
4 credits

*Kenneth Hellman*

T Th 9-10:20 a.m.; lab T 1-4:50 p.m.

### 357b Selected Topics in Biochemistry

Topic for 1994-95: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years. [N]  
3 credits

*David Bickar*

To be arranged

### 363b Advanced Inorganic Chemistry

A study of topics in inorganic chemistry. Prerequisite: 331a. [N]  
4 credits

*Robert Linck*

M W F 9-9:50 a.m., Th 8-8:50 a.m.

### [366b Inorganic Laboratory]

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. [N]  
3 credits

### [369a Solid State Chemistry]

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a, which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. To be offered in 1995-96. [N]  
3 credits

### 395a Advanced Chemistry

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years. [N]  
4 credits

*Robert Linck*

M W F 1:10-2:20 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Lâle Burk.

Students planning graduate study in chemistry are advised to include PHY 115a and 116b and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (404, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the require-

ments of the American Chemical Society for eligibility for professional standing.

Required courses: 111a or 115a, 222b, 223a, 224b, 226b, 331a, 347a, 332b, 363b, and a further six credits in chemistry, toward which four credits from the research courses 404, 430, or 432 may be counted.

## The Minor

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a or 115a, 222b, 223a, and 224b. 100b will not count toward the minor. Special Studies 404a and 404b normally may not be used to meet the requirements of the minor.

## Honors

**Director:** Kenneth Hellman.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.



# Classical Languages and Literatures

## Professor

†Justina Winston Gregory, Ph.D.

## Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Nancy J. Shumate, Ph.D., *Chair*

Scott A. Bradbury, Ph.D.

## Assistant Professor

Roxanne Gentilcore, Ph.D.

## Hamburg Exchange Lecturer

Gerhard Lohse

Majors are offered in Greek, Latin, classics and ancient studies (interdepartmental).

Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 23).

Students planning to major in classics or in ancient studies are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

## Greek

### GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. **[F]**

8 credits

Scott Bradbury

M W F 1.10-2:30 p.m.

### GRK 212a Attic Prose and Drama

Prerequisite: 100d. **[L/F]**

4 credits

Scott Bradbury

M W F 11 a.m.-12:10 p.m.

### GRK 213b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor. **[L/F]**

4 credits

Thalia Pandiri

M W F 11 a.m.-12:10 p.m.

### GRK 327a Transformation of Homeric Epic: Studies in Theme and Genre

Greek tragedy regularly derived its themes from traditional mythology but shaped them to reflect fifth-century concerns. The Hellenistic poet Apollonius of Rhodes consciously emulated the style of Homeric epic, but with radically different results. This course will examine the interrelationships of Homer, Euripides' *Medea* and Apollonius' *Argonautica*, with a view to understanding how genre and style can be influenced by the poet's society. Prerequisite: 212b or permission of the instructor. **[L/F]**

4 credits

Thalia Pandiri

T Th 1-2:50 p.m.

**GRK 333b Lyric Poetry**

An introduction to the lyric poetry of the Archaic Age. Topics will include the relationship between the epic and lyric traditions; the role of lyrics, music and dance in private and communal life; the nature of the authorial "I." Selections from a wide range of poets from the Greek-speaking Mediterranean world of the seventh to early fifth century B.C.E., including Archilochus, Sappho, Solon, Pindar. Prerequisite: GRK 212b. **[L/F]**

4 credits

*Thalia Pandiri*

T Th 3-4:30 p.m.

**GRK 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

4 credits

**GRK 404b Special Studies**

4 credits

**Graduate****GRK 580a Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level course currently offered.

4 credits

**GRK 580b Studies in Greek Literature**

4 credits

See also REL 287a: Greek Religious Texts.

**Adviser for Graduate Study:** Thalia Pandiri.

**Latin****LAT 100d Elementary Latin**

Fundamentals of grammar, with selected readings from Latin authors in the second semester. **[F]**

8 credits

*Roxanne Gentilcore*

M W F 1:10-2:30 p.m.

**[LAT 111b Intensive Elementary Latin]**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings. **[F]**

8 credits

**LAT 212a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Caesar and Catullus. Prerequisite: LAT 100d, 111b, or two units of Latin or the equivalent. **[L/F]**

4 credits

*To be announced*

M W F 9-9:50 a.m.

**LAT 214b Medieval Latin**

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. **[L/F]**

4 credits

*Scott Bradbury*

M W F 9-9:50 a.m.

**LAT 215a Roman Historians**

Selections from Livy, Sallust and Tacitus, with a focus on the intersection of historiography and ideology; the construction of the Roman national character; the deployment of ethical exemplars; female characters and the use of women's status and morals as a barometer of social health or decline. Prerequisite: a 200-level course in Latin or the equivalent. **[L/F]**

4 credits

*Nancy Shumate*

M W F 10-10:50 a.m.

**LAT 216b The Poetry of Ovid**

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Remedia Amoris*, *Metamorphoses*, *Tristia* and *Epistulae ex Ponto*. Prerequisite: a 200-level course in Latin or the equivalent. **[L/F]**

4 credits

*Roxanne Gentilcore*

M W F 10-10:50 a.m.

**LAT 325a Petronius and Apuleius: Two Roman Novelists**

Readings from the *Satyricon* and *The Golden Ass*, with special attention to shared and unique features, humor and didacticism, realism and fantasy. Prerequisite: a 200-level course in Latin or the equivalent. **(E) [L/F]**

4 credits

*Nancy Shumate*

M W 1:10-2:30 p.m.

### **LAT 333b Virgil's *Aeneid*: Advanced Course**

Prerequisite: a 300-level course in Latin or the equivalent. (L/F)

4 credits

*To be announced*

*To be arranged*

### **LAT 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 credits

### **LAT 404b Special Studies**

4 credits

## **Graduate**

### **LAT 580a Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

### **LAT 580b Studies in Latin Literature**

4 credits

**Adviser for Graduate Study:** Nancy Shumate.

## **Classics in Translation**

### **CLT 221b Studies in Comedy**

#### **CLS 227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. (L/A)

4 credits

*Scott Bradbury*

T Th 9-10:20 a.m.

#### **CLS 228a The Tragic View**

Concepts of tragic existence in Greek drama; the influence of Greek tragedy on dramatic literature of the 20th century and its dramatic reception on stage and in film. Authors to be

read and discussed include Homer.

Aeschylus, Sophocles, Euripides, Brecht, Sartre, O'Neill. In addition, filmed stage productions of Aeschylus' *Oresteia* (Berlin, 1980) and Euripides' *Bacchae* (Berlin, 1974) and one or more films of Pasolini (e.g., *Medea*) will be viewed and discussed. (L/A)

4 credits

*Gerhard Lohse*

T Th 10:30-11:50 a.m.

### **CLS 230b The Historical Imagination**

Topic for 1994-95: The Classical Tradition in the United States. The interactions between the classical cultures of Ancient Greece and Rome and the United States from the age of European discovery to the present. This multidisciplinary course will explore the variety of ways in which Classical literature, architecture, mythology and other aspects of ancient society were imitated, adapted and challenged by Americans, particularly in the 18th century. Topics will include: the influence of the Classics on attitudes toward nature; local neoclassical architecture; American painters and the ruins of Rome; Thoreau, Fuller and Hawthorne. (L/H)

4 credits

*Roxanne Gentilcore*

M W 2:40-4 p.m.

### **CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture**

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality. (L/H)

4 credits

*Nancy Shumate*

T Th 9-10:20 a.m.

## **The Major in Greek, Latin or Classics**

**Advisers:** Members of the Department.



**Adviser for Study Abroad:** Scott Bradbury

Basis: in Greek, 100d, in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

## The Minor in Greek

**Director:** Thalia Pandiri.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Roxanne Gentilcore.

**Advisers:** Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six

courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

## Honors in Greek, Latin or Classics

**Director:** Nancy Shumate.

### 431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written in the first semester of the senior year and an examination in the general area of the thesis.

## Greek, Latin or Classics

### Graduate

#### 590d Research and Thesis

8 credits

#### 590a Research and Thesis

4 or 8 credits

#### 590b Research and Thesis

4 or 8 credits

# Comparative Literature

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Ann Rosalind Jones, Ph.D., Professor  
(Comparative Literature), *Director*

## Professors

David R. Ball, Lic. ès L., Docteur en  
Littérature Générale et Comparée (French  
Language and Literature and Comparative  
Literature)

Maria Banerjee, Ph.D. (Russian Language and  
Literature)

\*\*Alice Rodrigues Clemente, Ph.D. (Spanish  
and Portuguese and Comparative  
Literature)

Elizabeth Wanning Harries, Ph.D. (English  
Language and Literature and Comparative  
Literature)

Marilyn Schuster, Ph.D. (French Language  
and Literature and Women's Studies)

Hans Rudolf Vaget, Ph.D. (German Language  
and Literature and Comparative Literature)

## Associate Professors

Craig Davis, Ph.D. (English Language and  
Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical  
Languages and Literatures and  
Comparative Literature)

†Janie Vanpée, Ph.D. (French Language and  
Literature)

## Assistant Professors

Leyla Ezdinli, Ph.D. (French Language and  
Literature)

Sunka Simon, Ph.D. (German Language and  
Literature)

A comparative study of literature in two languages, one of which may be English.

### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 349). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 650 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature

course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever possible.

## Genre

### 221b Studies in Comedy

The forms and functions of western comic drama from Athens in the fifth century B.C. to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to whom? Primary texts will be supplemented by readings on the theory of comedy. Plays

by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some viewing during class hours; additional viewing time to be arranged. [L]

4 credits  
*Thalia Pandiri*  
T Th 1-2:50 p.m.

**223a Forms of Autobiography**

Topic for 1994-95: An exploration of change in the conception of the self and in the literary techniques devised to portray it. Authors include Saint Augustine, Benvenuto Cellini, Jean-Jacques Rousseau, Gertrude Stein, J.-P. Sartre. [L]

4 credits  
*Lawrence Joseph*  
T Th 1-2:50 p.m.

**CLS 228a The Tragic View**

**235b Fairy Tales and Gender**

A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral story-telling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. [L]

4 credits  
*Elizabeth Harries*  
M W 1:10-2:30 p.m., F at the option of the instructor

**246a The Picaresque Tradition**

*Picaro*, rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the antihero after whom a sub-genre of the novel is named? How does the story she/he tells of his/her adventures unmask the ideologies, the hypocrisy and the corruption of the society that marginalizes the narrator? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (*Lazarillo de Tormes*) to its modern development in American literature. Authors include Quevedo, Defoe, Twain, Mann, Bellow, Grass, Ellison.

4 credits  
*Alice Clemente*  
M W 2:40-4 p.m.

**305a Studies in the Novel**

Section A: Politics and the Novel  
An exploration of how politics (in the deepest sense) is expressed in the novel, and of what happens to the novel when it explicitly confronts problems of gender, class and ideology, the individual and the mass, oppression and resistance, historical change. And what happens to the reader if she does not share the novelist's politics? Fiction by such writers as Turgenev, Zola, Malraux, Thomas Mann, Camus, Hasek, Chinua Achebe, Doris Lessing and Marguerite Duras.

4 credits  
*David Ball*  
M W F 11 a.m.-12:10 p.m.

Section B: The Philosophical Novel.  
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanistic assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*.

4 credits  
*Maria Banerjee*  
T 1-2:50 p.m.

**[315b The Primary Epic and Early National Legends]**

4 credits

**[365b Lyric Modes of Knowing and Meaning]**

4 credits

**Period, Movement**

**229a Renaissance: Courtier, Courtesan, Citizen**

We will read a range of early modern writings as responses to changing centers of power (aristocratic courts and merchant cities) and to the new codes of manners, ideologies of class and gender, and rivalries these social shifts produced. Focus on genres in which writers celebrated royal patrons, criticized the court and claimed an identity as city dwellers. Particular attention to women as topics in men's debates and authors of



their own. Texts will include Castiglione's *Courtier*; Marguerite de Navarre's *Heptaméron* and Ben Jonson's masques; court satire in sonnets, dialogues and revenge tragedy; popular writing in Lyon, Venice and London, especially women's lyrics and city comedy.

4 credits

*Ann Jones*

M W 2:40-4 p.m.

### 259a Realism

The aims and achievements of Realism in works by such 19th-century writers as Balzac, Flaubert, Zola, George Eliot, Dostoevsky and Fontane. Perspectives on Realism in the 20th century: critical and socialist Realism (James, Gorki, Seghers, Roumain, Carpentier). (L)

4 credits

*Gertraud Gutzmann*

T Th 10:30-11:50 a.m.

### [268b Latina and Latin American Women Writers]

4 credits

### 272b Women Writing: 20th-Century Fiction

A cross-cultural, multi-racial study of 20th-century fiction by women, focusing on English- and French-speaking cultures. We will consider how writers challenge literary and social conventions, define their communities, make esthetic and political choices and inscribe sexuality. We will focus on themes such as mothers and daughters, desire, love, language and female subjectivity. We will pay special attention to changing meanings of "woman" and "women" as gender is inflected by culture, race, ethnicity, class and sexuality. All readings available in English. Writers will include such authors as Chopin, Woolf, Colette, Tan, Kincaid, Schwarz-Bart, Morrison, Blais, Duras and Wittig.

4 credits

*Leyla Ezdinli*

T Th 10:30-11:50 a.m.

### [279b Women Writers of the Middle Ages]

4 credits

### [309a Arthurian Literature of the Middle Ages]

4 credits

### 367b Imagined Homes: Literary Interpretations of the National Question

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors whose attitudes with respect to their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. (L)

4 credits

*Reyes Lázaro*

T Th 9-10:20 a.m.

## Special Topics

### ENG 211b The Technology of Reading and Writing

#### 230a Unnatural Women: Mothers Who Kill Their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Grillparzer, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Offered in alternate years.

4 credits

*Thalia Pandiri*

T Th 9-10:20 a.m.

#### [251b Portraits of the Artist]

4 credits

#### 256b The Virgin in Myth and Literature: From Goddesses to the Virgin Queen

The virgin plays diverse and apparently contradictory roles in literature: she is goddess and sacrificial victim; she is prophetess, saint and warrior. This course will examine the

development of these roles in a number of different cultures. Readings may include: Hesiod, *Homeric Hymns*, Greek tragedy, Ovid, *Lives of Martyrs*, Bernard of Clairvaux; comparative study of selected Asian texts.

4 credits

*Margaret Cormack*

M W F 9-9:50 a.m.

### 265b Literature and the Holocaust

Can (or should) art be made from atrocity? Is silence preferable? or some form of "non-literary" writing or witnessing? We will explore esthetic and moral questions that arise from attempts that writers and filmmakers (survivors and others) have made to "speak the unspeakable" through novels, stories, essays, poems, diaries and films. Authors studied will include Marguerite Duras, Primo Levi, Tadeusz Borowski, Jorge Semprun, Elie Wiesel, Nelly Sachs, Alain Resnais and Claude Lanzmann. Prerequisite: one college-level course in literature or permission of the instructor. [L]

4 credits

*David Ball*

M W F 11 a.m.-12:10 p.m.

### 274b The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a woman's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker.

4 credits

*Ann Leone*

T Th 9-10:20 a.m.

### [276b Theories of the Paratext]

4 credits

### 287b Metamorphosis as a Motif in Western Literature

A study of ways in which fantastic bodily change has lent itself to literary exploration. How does the victim sustain or surrender his claims to a past, a mind and status as a person? Is the change in identity a disaster or a release? Does it challenge the similar claims

we take for granted on our own behalf? Works by Homer, Ovid, Apuleius, Marie de France, Dante, Shakespeare, Kafka, Woolf, Angela Carter.

4 credits

*Harold Skulsky*

T Th 10:30-11:50 a.m.

### 299a The Imagination and the City

Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad and James. Transformations of the city as labyrinth, wilderness, vision and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art.

4 credits

*Elizabeth von Klemperer*

M W 1:10-2:30 p.m.

### [335a Seminar: Literary Studies, Cultural Studies]

4 credits

### [350a Poetic Sequences East and West]

4 credits

### 355b Consuming Passions: Eating/Reading

From Plato's *Symposium* on, feasting, eating-drinking and talking have been considered intrinsically related, thus satisfying a long tradition of blending food with knowledge. Reading is likewise associated with eating, an activity of ingesting/digesting/indigestion, thus an act of consumption: we savor books; we devour articles; we hunger for knowledge, we ruminate ideas, we relish thoughts; we nourish the mind and the spirit; we feed our egos and even our computers! Food has been an essential ingredient for nourishing the imagination, serving many writers to express personal aesthetic tastes as well as reflecting specific cultural values. The course will offer a smorgasbord of readings in order to savor the various symbolic meanings that food and eating generate and are generated by a literary text. Authors include Plato, Petronius, Apuleius, Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Shakespeare, Flaubert, Ibsen, Mann, Proust and Woolf. Text will be supplemented by some film viewings, and at the end with a real "literary" meal! [L]

4 credits

*Alfonso Procaccini*

M W 1:10-2:30 p.m.; film viewings to be arranged

**[360b The Ethics of Chinese and Western Literature]**

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To latecomers? In defining the problematics of culture, how do they help readers make moral choices? What validity do they have outside the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. **[L]**  
4 credits

**[361a The Faust Myth]**

4 credits

**375b The Fiction of Letters**

This course traces the development of fiction written entirely in letter form from the 17th century to today; we will also read excerpts from actual correspondences and from epistolary theory. While we will address the historical and cultural contexts of each work, the course will emphasize the relation of epistolary fiction to contemporary, modernist and postmodernist criticism, for example, the 18th-century debate about the novel's formal and ethical parameters, the relationship of genre to gender, epistolary fiction's narrative structures, recurring themes, characters and situations, and the role the genre plays in shaping reading and writing strategies. Works by "the Portuguese Nun," Samuel Richardson, Laclos, Goethe, Kafka, Manuel Puig, Alice Walker and Jacques Derrida. **[L]**  
4 credits

*Sunka Simon*

T Th 3-4:50 p.m.

**Critical Theory and Method****300a Contemporary Literary Theory**

The interpretation of literary texts of various genres by psychoanalytic, Marxist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Lévi-Strauss, Jakobson, Freud,

Lacan, Barthes and Derrida.

4 credits

*Ann Jones*

T Th 3-4:50 p.m.

**340b Problems in Literary Theory**

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291d and CLT 300a, or permission of the instructor.

4 credits

*Ann Jones*

T 3-4:50 p.m.

**404a Special Studies**

Admission by permission of the instructor and director.

4 credits

**404b Special Studies**

4 credits

**The Major**

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, IITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 253 or 254. FRN 260a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic (if available). (Only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 210d may be counted toward the comparative literature major). If a student takes both terms of a year-long literary survey in a



foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;

3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

## Honors

**Director:** Ann Jones.

### 430d Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year, and an oral examination.

# Computer Science

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## Professors

Michael O. Albertson, Ph.D., (Mathematics)  
Joseph O'Rourke, Ph.D., *Chair*

## Associate Professors

Merrie Bergmann, Ph.D.  
Dominique F. Thiébaut, Ph.D.

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## Assistant Professors

Robert Roos, Ph.D.  
Ileana Streinu, Ph.D.

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I) and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

### 101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence and the history of computing. Weekly lab, using Macintoshes. Enrollment limited to 60; 30 per lab section. [M]

4 credits

*Joseph O'Rourke*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 101b Computer Literacy

A repetition of 101a. Enrollment limited to 60; 30 per lab section. [M]

4 credits

*Joseph O'Rourke*

T Th 9-10:20 a.m.; lab Th 1-2:50 p.m. or Th 3-4:50 p.m.

### 111a Computer Science I

Introduction to a block-structured high-level programming language, such as Pascal or Modula II. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. [M]

4 credits

*Dominique Thiébaut*

M W F 11 a.m.-12:10 p.m.; lab Th 3-4:50 p.m.

### 111b Computer Science I

A repetition of 111a. [M]

4 credits

*Merrie Bergmann*

M W F 11 a.m.-12:10 p.m.; lab T 3-4:50 p.m.

### 112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent. [M]

4 credits

*Robert Roos*

M W F 10-10:50 a.m.; lab T 3-4:50 p.m.

### 112b Computer Science II

A repetition of 112a. [M]

4 credits

*Ileana Streinu*

M W F 10-10:50 a.m.; lab Th 1-2:50 p.m.

### [220b Software Engineering]

An introduction to the theory of software engineering. Practical applications to large-scale software, team programming and reusability will be emphasized. Students will program in state-of-the-art programming languages and environments, for instance object-oriented languages and the X-Windows environment. Students will see a programming project through from design to code-writing to documentation and release. Prerequisite: 112. (E) To be offered in 1995-96. [M]

4 credits

### 231a Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. [M]

4 credits

*Dominique Thiébaud*

M W F 1:10-2:20 p.m.

### 240a Computer Graphics

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. [M]

4 credits

*Joseph O'Rourke*

M W F 10-10:50 a.m.

### 250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. [M]

4 credits

*Robert Roos*

M W F 2:40-4 p.m.

### 252b Algorithms

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. [M]

4 credits

*Robert Roos*

M W F 10-10:50 a.m.

### 262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics.

Prerequisite: 231. [M]

4 credits

*Ileana Streinu*

Lec. T Th 10:30-11:50 a.m.; lab Th 3-4:50 p.m.

### 270b Digital Circuits and Computer Systems

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15. [M]

4 credits

*Dominique Thiébaud*

M W F 9-9:50 a.m.; lab T 1-2:50 p.m.

### [MTH 270b Introduction to Numerical Methods]

### [274b Computational Geometry]

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between



writing several programs in C, or exploring theoretical questions. Prerequisites: MTH 153, and either 112 or MTH 211. To be offered in 1995-96. [M]

4 credits

### [280b Topics in Programming Languages]

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. To be offered in 1995-96. [M]

4 credits

### 290a Introduction to Artificial Intelligence

An introduction to the problem domain of artificial intelligence and to techniques employed to tackle these problems. Topics covered include: problem solving, gameplaying and search strategies; knowledge representation schemes; logic and reasoning; machine learning; and natural language understanding. This course is designed for students with an interest in cognitive science as well as for computer science majors, and it does not presuppose any computer science courses. An AI programming language (usually LISP) will be taught during the first few weeks, with short programming assignments. Thereafter, students will have the option of choosing one of two tracks of required work: either continued programming projects, or surveying and writing about cognitive science research. [M]

4 credits

*Merrie Bergmann*

M W F 2:40-4 p.m.

### [298j Reading/Writing Computer Science]

This course teaches "survival skills" needed by any computer scientist: the ability to read computing literature and the ability to communicate computer-related ideas clearly in written form. This is not a seminar course—the emphasis is on communication rather than content. The "LATEX" text formatting system will be taught and used in written assignments. Though the course is designed with computer science majors and minors in mind, students with a strong programming background and an interest in applications of computers to other fields are encouraged to enroll also. Students considering doing honors projects or graduate work in computer

science are particularly encouraged to take this course. Prerequisite: CSC 112 or permission of the instructor. (E). To be offered in 1995-96. [M]

2 credits

### 330a Topics in Database Systems

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 262, or permission of the instructor. [M]

4 credits

*Ileana Streinu*

T Th 1-2:50 p.m.

### [350a Seminar in Computer Networks and Distributed Systems]

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 262. To be offered in 1995-96. [M]

4 credits

### [352b Introduction to Parallel Processing]

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up and utilization. In this course students write programs for three different parallel-machines paradigms: A Single-Instruction-Single-Data (SISD) machine, a heterogeneous Multiple-Instruction-Multiple-Data (MIMD) environment of networked workstations and a homogeneous MIMD multiprocessor system. The class is programming-intensive and allows the students to experiment with the languages Parallaxis, PVM (Parallel Virtual Machine) and Logical System's Parallel C for

the transputer. Prerequisites: 112 and 252. To be offered in 1995–96. **[M]**  
4 credits

### 364b Computer Architecture

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. **[M]**  
4 credits

*Dominique Thiébaud*

M W F 11 a.m.–12:10 p.m.

### 390b Seminar in Artificial Intelligence

Content varies from year to year depending on instructor. Possible concentrations include automatic theorem proving, natural language understanding, computer vision and neural networks. Prerequisite: 290. **[M]**  
4 credits

*Merrie Bergmann*

M W 2:40–4 p.m.

### 394b Introduction to Translators and Compiler Design

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. **[M]**  
4 credits

*Robert Roos*

M W F 1:10–2:30 p.m.

### 400a Special Studies

For majors, by arrangement with a computer science faculty member.  
Variable credit as assigned

### 400b Special Studies

Variable credit as assigned

## The Major

**Advisers:** Michael Albertson (Mathematics), Merrie Bergmann, Robert Roos, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. MTH 111, MTH 153, and one of MTH 211, MTH 245, MTH 246;
3. At least one of 252, 262, 270, [280];
4. At least one 300-level course;
5. At least two additional CSC courses.

## The Minor

Students may minor in Computer Science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of courses.

### 1. Systems (six courses)

**Adviser:** Dominique Thiébaud.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

- |     |                                       |
|-----|---------------------------------------|
| 112 | Computer Science II                   |
| 231 | Microcomputers and Assembly Language  |
| 262 | Introduction to Operating Systems     |
| 270 | Digital Circuits and Computer Systems |

One of:

- |       |   |
|-------|---|
| [280] | Topics in Programming Languages                 |
| 290   | Introduction to Artificial Intelligence         |
| 330   | Topics in Database Systems                      |
| 394   | Introduction to Translators and Compiler Design |

Prerequisite: 111.

### 2. Computer Science and Language (six courses)

**Adviser:** Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of lan-

guage as a means of communication between human beings and computers.

Required courses:

- 112 Computer Science II
- 250 Foundations of Computer Science
- [280 Topics in Programming Languages]
- 290 Introduction to Artificial Intelligence
- 394 Introduction to Translators and Compiler Design

Two of:

- PHI 236 Linguistic Structures
- PPY 221 Language
- 390 Seminar in Artificial Intelligence

Prerequisite: 111

### 3. Mathematical Foundations of Computer Science (five courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 112 Computer Science II
- 250 Foundations of Computer Science
- 252 Algorithms
- MTH 253 Combinatorics and Graph Theory
- MTH 353 Advanced Topics in Discrete Applied Mathematics

Prerequisites: 111, MTH 153, MTH 211.

## Honors

**Director:** Merrie Bergmann.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.



# Dance

## Professor

Susan Kay Waltner, M.S., *Chair*

## Associate Professor

†Yvonne Daniel, Ph.D.

## Assistant Professor

Rodger Blum, M.F.A.

## Visiting Artist

Jin-Wen Yu

## Five College Lecturers

Jerry Bevington, M.A. (Assistant Professor, Mount Holyoke College)

Jim Coleman, M.F.A. (Associate Professor, Mount Holyoke College)

Terese Freedman, B.A. (Associate Professor, Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor, Hampshire College)

Rebecca Nordstrom, M.F.A. (Associate Professor, Hampshire College), *Five College Chair*

Peggy Schwartz, M.A. (Visiting Assistant Professor, University of Massachusetts)

Andrea Watkins, Ph.D. (Associate Professor, University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor, Amherst College)

## Principal Pianist

Julius M. Robinson, B.S.

## Teaching Fellows

Marianne Delisle, B.F.A.

Patricia Gelmini, B.A.

Aimee Stone, B.A.

Mary Kate Victorson, B.A.

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst.

The faculty operates as one professional group, coordinating curriculum, performances and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

## Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

### 151a Elementary Dance Composition: Improvisation

Study and improvisational exploration of elements of dance, such as time, space, weight, energy content. Investigation into organizing and designing movement creatively and mean-

ingfully. Includes weekly reading and movement assignments. L. [A]

4 credits

Offered in the Five College Dance Department

### **151b Elementary Dance Composition: Improvisation**

A repetition of 151a. [A]

4 credits

*Susan Waltner*

T Th 1-2:50 p.m.

### **171a Dance in the 20th Century**

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway. Topic emphasis will be determined by the instructor. [A]

4 credits

*Susan Waltner*

T Th 10:30 a.m.-12 noon at Smith

### **[181a Elementary Labanotation]**

Introduction to Labanotation, a system for recording dance. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15. [A]

4 credits

### **241a Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20. [A]

4 credits

Offered in the Five College Dance Department

### **252a Intermediate Dance Composition**

Exploring structural principles of composi-

tion, including use of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, rhythmic studies, content and expressivity in the creative process. Solo and group dance assignments, some reading and written documentation of work inside and outside of the studio. Prerequisite: 151a or b. L. [A]

4 credits

*Rodger Blum*

M W 2:40-4 p.m.

### **252b Intermediate Dance Composition**

Projects and discussion in the choreographic process. The student will explore in solo, duet or group forms various devices and motivations utilized in creating dances; for example, motif and development, theme and variations, A-B-A, poetry, dialogue, music and other outlets for dance and movement expression. Some reading and writing required; journals, critical analysis. Prerequisite: 151a or b. L. [A]

4 credits

Offered in the Five College Dance Department

### **272a Dance and Culture**

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. [A]

4 credits

Offered in the Five College Dance Department

### **273b History of Dance: Issues in Dance History**

From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change from semester to semester, based on the expertise and special interest of the instructor. (E) [A]

4 credits

*To be announced*

*To be arranged*

**285b Laban Movement Analysis I**

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20. [A]

4 credits

Offered in the Five College Dance Department

**[287a Analysis of Rhythm from a Dancer's Perspective]**

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. To be offered in 1995-96. [A]

4 credits

**287b Analysis of Rhythm from a Dancer's Perspective**

Same description as 287a. [A]

4 credits

*Julius Robinson*

To be arranged

**[342b Scientific Foundations of Dance II]**

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. To be offered in 1995-96. [A]

4 credits

**353a Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical

analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor. [A]

4 credits

Offered in the Five College Dance Department

**353b Advanced Dance Composition**

A repetition of 353a. [A]

4 credits

Offered in the Five College Dance Department

**[375b The Anthropology of Dance]**

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272. To be offered in 1995-96. [A]

4 credits

**377a Advanced Studies in History and Aesthetics of Dance**

[A]

4 credits

*To be announced*

M W F 9-11 a.m.

**377b Advanced Studies in History and Aesthetics of Dance**

Topic for 1994-95: Balanchine's Classicism. An in-depth examination of one of the most influential choreographers of the 20th century. Students in this course will develop a critical and aesthetic understanding of Balanchine as the creator of a new ballet classicism and a physically exhilarating American academic style. Prerequisites: DAN 151a, Elementary Dance Composition, and DAN 171a, Dance in the 20th Century, or related dance history course. [A]

4 credits

*To be announced*

To be arranged



**400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**Production Courses****200a Dance Production**

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography and production run crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. **[A]**

1 credit

*Rodger Blum*

To be arranged

**200b Dance Production**

A repetition of 200a. Orientation meeting to be arranged. **[A]**

1 credit

*Rodger Blum*

To be arranged

**Studio Courses**

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take partial-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

**217b Contact Improvisation**

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. **(E)** **[A]**

2 credits

*Patricia Gelmini*

To be arranged

**[218b Floor Barre Movement Technique]**

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **[A]**

2 credits

**249a The Mindful Body: Resources for Performing and Visual Artists**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. **(E)**

2 credits

*Susan Waltner, Monica Jakuc (Music)*

T Th 1-2:30 p.m.

**113a Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. **L**. **[A]**

2 credits

*Mary Kate Victorson*

T Th 9-10:20 a.m.

**113b Modern Dance I**

A repetition of 113a. {A}

2 credits

*To be announced*

To be arranged

**114a Modern Dance II**

For students who have taken Modern Dance

I or the equivalent. L. {A}

2 credits

*Aimee Stone*

T Th 10:30-11:50 a.m.

**114b Modern Dance II**

A repetition of 114a. {A}

2 credits

*To be announced*

To be arranged

**120a Ballet I**

Introduction to fundamentals of classical balletic form: the understanding of correct body placement; positions of feet, head and arms; and the development of elementary habits of movement applicable to the form. L. {A}

2 credits

*Mary Kate Victorson*

M W 1:10-2:30 p.m.

**120b Ballet I**

A repetition of 120a. {A}

2 credits

*To be announced*

To be arranged

**121a Ballet II**

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L. {A}

2 credits

*Marianne Delisle*

M W 9-10:30 a.m.

**121b Ballet II**

A repetition of 121a. {A}

2 credits

*To be announced*

To be arranged

**130a Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L. {A}

2 credits

2 credits

*Mary Christine Bennett*

M W 1-2:30 p.m.

**130b Jazz I**

A repetition of 130a. {A}

2 credits

*To be announced*

To be arranged

**[131a Jazz II]**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Class attendance and dress code as required by individual instructor. L. {A}

2 credits

**131b Jazz II**

An elaboration of the study of jazz dance technique with an emphasis on more extensive movement vocabulary. L. {A}

2 credits

*To be announced*

To be arranged

**136a Tap I**

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {A}

2 credits

*To be announced*

To be arranged

**137b Tap II**

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15. {A}

2 credits

*To be announced*

To be arranged

**138a Musical Theatre**

This course covers the development of the Broadway musical historically, with emphasis on the '40s and '50s to the present. Includes dance vocabulary used in Broadway shows, acting in dance and the staging of songs. {A}

2 credits

*To be announced*

To be arranged

**[143a Comparative Caribbean Dance I]**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings. Enrollment limited to 30. To be offered in 1995-96. **[A]**  
2 credits

**[143b Comparative Caribbean Dance I]**

Afro-Haitian Dance. To be offered in 1995-96. **[A]**  
2 credits

**[144b Comparative Caribbean Dance II]**

This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limited to 35. To be offered in 1995-96. **[A]**  
2 credits

**[145b Cuban Dance Traditions]**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. To be offered in 1995-96. **[A]**  
2 credits

**215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range and incorporating strength) and movement expressivity (phrasing, dynamics and rhythmic acuity). Prerequisite: 113a or b and a minimum of one year of modern dance study. **[A]**  
2 credits  
*Susan Waltner*  
M W 9-10:30 a.m.

**215b Modern Dance III**

A repetition of 215a. **[A]**  
2 credits  
Offered in the Five College Dance Department

**216a Modern Dance IV**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. **[A]**  
2 credits  
Offered in the Five College Dance Department

**216b Modern Dance IV**

A repetition of 216a. **[A]**  
2 credits  
*Susan Waltner*  
To be arranged

**222a Ballet III**

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. L. **[A]**  
2 credits  
*Rodger Blum*  
T Th 9-10:20 a.m.

**223b Ballet IV**

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L. **[A]**  
2 credits  
*To be announced*  
To be arranged

**232a Jazz III**

A further examination of jazz dance principles of polyrhythms, syncopation and body isolations with an emphasis on more extended movement phrases and musicality. Focus on clarity of style and presentation. Dance performance attendance and dress code as required by individual instructor. L. **[A]**  
2 credits  
*Marianne Delisle*  
T Th 3-4:50 p.m.



**232b Jazz III**

A repetition of 232a. [A]

2 credits

*To be announced*

To be arranged

**233b Jazz IV**

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Class attendance and dress code as required by individual instructor. L. [A]

2 credits

*To be announced*

To be arranged

**317a Modern Dance V**

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Audition required. Prerequisite:

216a or b. L and P. [A]

2 credits

*To be announced*

T Th 9-10:30 a.m.

**317b Modern Dance V**

A repetition of 317a. [A]

2 credits

Offered in the Five College Dance Department

**318b Modern Dance VI**

Further refinement of dance technique and performance skills. Audition required. Prerequisite:

317a or b. L and P. [A]

2 credits

*Susan Waltner*

M W 9-10:30 a.m.

**324a Ballet V**

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

[A]

2 credits

*Rodger Blum*

T Th 1-3 p.m.

**325b Ballet VI**

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro and batterie. Further development of performance technique and personal style within the clas-

sical genre. Pointe work included. L. [A]

2 credits

*To be announced*

To be arranged

**[326b Ballet Variations]**

A study of solo and group variations from the classical ballet repertory. Variations will be taught from ballets such as *The Sleeping Beauty* and *Giselle*. Students must be proficient at pointe work. L and P. (E) [A]

2 credits

**334a Jazz V**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance and dress code as required by individual instructor. L. [A]

2 credits

Offered in the Five College Dance Department

**334b Jazz V**

A repetition of 334a. [A]

2 credits

Offered in the Five College Dance Department

## The Major

**Advisers:** Susan Waltner and Rodger Blum.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis) and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

**Requirements:**

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200, and 252
5. five courses in dance technique. No more than four courses in a single idiom will be

counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.

6. three courses from the following: 353, 377, [375], [342], 400

## The Minor

**Advisers:** Members of the Smith College Department of Dance.

**Requirements:** Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and two studio classes (each worth two credits). The elective courses may be chosen from [181], 241, 252, 272, 273, 285, 287, 353, and [375]. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**Studio Courses:** Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

### Studio Courses:

- 136 Tap I
- 137 Tap II
- 138 Musical Theatre
- 143 Comparative Caribbean Dance
- 144 Comparative Caribbean Dance II
- 145 Cuban Dance Traditions
- 147 Middle Eastern Dance
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI

- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V

## Honors

### 430d Thesis

8 credits

### 431a Thesis

8 credits

## Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

**Adviser:** Susan Waltner.

## Graduate: M.F.A. Program

**Adviser:** Rodger Blum.

"P" indicates that permission of the instructor is required.

### 510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P.

4 credits

*To be announced*

To be arranged

### 510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite:

510a. P.

4 credits

*To be announced*

To be arranged

**520a Theory and Practice of Dance IIA**

Studio work in dance technique. Prerequisites: 510a and b. P.

4 credits

*To be announced*

To be arranged

**520b Theory and Practice of Dance IIB**

Studio work in dance technique. Prerequisites: 510a and b, 520a. P.

4 credits

*To be announced*

To be arranged

**[521a Choreography as a Creative Process]**

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. To be offered in 1995-96.

4 credits

**540a History and Literature of Dance**

Emphasis will include: in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history.

4 credits

*Jim Coleman*

F 9 a.m.-12 noon

**553b Choreography and Music**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

4 credits

*Rodger Blum*

To be arranged

**590a Research and Thesis**

Production project.

4 credits

**590b Research and Thesis**

4 credits

**591a Special Studies**

4 credits

**591b Special Studies**

4 credits



# East Asian Languages and Literatures

## Assistant Professors

\*\*Maki Hirano Hubbard, Ph.D.

Takao Hagiwara, Ph.D.

Teresa Yu, Ph.D., *Chair*

Young-Hee Lee, Ph.D.

Christopher Lupke, Ph.D.

## Lecturers

Sachiko Sakai, B.A.

Keiko Ueda, B.A.

Keiko Yokota Carter, M.A.

Noriko Iikura Gross, M.A.

## Assistants

Min Pan, M.A.

Keiko Ueda, B.A.

## Courses in English

### [CHI 241a The Chinese Literary Tradition: From Early Times to the T'ang]

A survey of Chinese literature from its beginnings to the end of the T'ang dynasty. The values of Chinese literary civilization, the role of the Confucian classics, developments in lyric poetry, rhapsody, fiction as well as other prose genres and literary criticism will be examined through a study of representative works. [L]

4 credits

### CHI 242b The Chinese Literary Tradition: Tang to the Ch'ing

A survey of Chinese literature from the T'ang dynasty to the end of the Ch'ing period. Developments in poetry, drama, the novel as well as other prose genres and literary criticism will be examined through a study of representative master works. [L]

4 credits

Christopher Lupke

M W F 2:40-4 p.m.

### CHI 260a Modern Chinese Literature

Modern China has undergone profound social, cultural and political changes that in a relatively short time have challenged centuries of Confucian tradition and institutions.

The course focuses on the presentation of self and society in modern Chinese literature, the role of the writer and intellectual in modern China and the development of the Chinese narrative and poetic traditions. Readings include selected fiction and poems in translation from the late Qing Dynasty to the present, covering works of the May Fourth period, PRC literature and writings from Taiwan. Whenever possible students are encouraged to make comparisons with Western literature. [L]

4 credits

Christopher Lupke

M W F 2:40-4 p.m.

### [CLT 350a Poetic Sequences East and West]

A study of poetic sequences in Europe and East Asia in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's *Poeta en Nueva York*, T.S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu* and renga and haikai sequences of Shinkei, Basho and others. All texts will be available in English translation. [L]

4 credits

**[CLT 360b The Ethics of Chinese and Western Literature]**

The Chinese literary tradition has always situated literature in an ethical context. In the West, however, the ethics of literature has been a subject of debate since Plato. This course will explore the hows and whys of ethics in literature through comparative readings in Chinese and Western literature and criticism, and through an examination of such questions as: How does literature achieve ethical legitimacy? What do literary works teach? To contemporaries? To latecomers? In defining the problematics of culture, how do they help readers make moral choices? What validity do they have outside the native culture? Prerequisite: at least one 200-level literature course, or permission of the instructor. [L]

4 credits

**[JPN 230b Japanese Language and Culture]**

The study of Japanese at the socio-cultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. Offered in alternate years. [S]

4 credits

**[JPN 250a Classical Japanese Literature in Translation]**

Readings in translation in poetry, narrative and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. [L]

4 credits

*Takao Hagiwara*

T Th 1-2:50 p.m.

**[CLT 260b Modern Japanese Literature and the West]****[JPN 260b Modern Japanese Literature in Translation]**

Selected readings in translation from modern Japanese fiction and poetry by representative writers such as Yasunari Kawabata, Yukio

Mishima and Kenji Miyazawa. This course explores the authors' literary styles and such themes as *amae* (dependence), alienation, death and nature. [L]

4 credits

**[JPN 360b Seminar: Images of Women in Japanese Literature]**

Changing and unchanging aspects of the image of women in Japanese literature will be examined through readings in ancient and modern fiction, drama and poetry. Students will also consider possible new approaches to male-female relationships which are suggested by contemporary texts. Texts by Murasaki Shikibu, Sei Shonagon, Chikamatsu, Saikaku, Tanizaki, Kawabata, Enchi, Kono, Tsushima, etc. All readings are in English translation. Prerequisite: at least one course in Japanese literature or permission of the instructor. [L]

4 credits

*Takao Hagiwara*

Th 1-4 p.m.

**[KOR 230a Modern and Classical Korean Literature]**

An introductory survey of Korean literature from its beginnings in myth to contemporary fiction. Particular attention will be given to the social and historical context of the literature, and to the life experiences of the authors. Major classifications include oral literatures, literatures in Chinese, classical poetry and prose and modern poetry and prose. A knowledge of Korean literature and history is not required. In English. [L]

4 credits

*Young-Hee Lee*

T Th 9-10:20 a.m.

**Chinese Language**

Credit is not granted for the first semester only of an introductory language course

**CHI 110d Intensive Elementary Chinese**

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters. This course is designed for students with no background in Chinese. Enrollment limited to 15. [F]

12 credits

*Teresa Yu*

M W F 8-9:50 a.m.

### **CHI 220d Intermediate Chinese**

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audio-visual materials. Prerequisite: 110d. {F}

8 credits

*Min Pan*

M W F 9-9:50 a.m.; drill Th 4-4:50 p.m.

### **CHI 301a Advanced Chinese**

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audio-visual materials. Prerequisite: 220d or the equivalent. {F}

4 credits

*Christopher Lupke*

M W F 11 a.m.-12:10 p.m.

### **CHI 302b Advanced Chinese**

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.

Prerequisite: 301a. {F}

4 credits

*Christopher Lupke*

M W F 11 a.m.-12:10 p.m.

### **CHI 404a Special Studies**

For students engaged in independent projects in connection with China-related individual studies.

4 credits

### **CHI 404b Special Studies**

4 credits

## **Japanese Language**

Credit is not granted for the first semester only of an introductory language course.

### **JPN 110d Japanese I**

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Enrollment limited to 15 per section. {F}

12 credits

*Sachiko Sakai, Noriko Ikura Gross*

Section I: M W F 9-9:50 a.m., T Th 9-10:20 a.m.

Section II: M W F 10-10:50 a.m., T Th 10:30-11:50 a.m.

### **JPN 220d Japanese II**

Course focuses on development of oral proficiency, acquisition of advanced sentence patterns and reading and writing practices. Oral/aural communicative skills will be attained together with a solid understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 15 per section. {F}

8 credits

*Keiko Ueda, Takao Hagiwara, Keiko Yokota-Carter*

Section I: M W F 11 a.m.-12:10 p.m.

Section II: M W F 1:10-2:20 p.m.

### **JPN 301a Japanese III**

Development of advanced proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent. {F}

4 credits

*Takao Hagiwara*

M W F 11 a.m.-12:10 p.m.

### **JPN 302b Japanese III**

A continuation of 301a. Prerequisite: 301a or the equivalent. {F}

4 credits

*Takao Hagiwara*

M W F 11 a.m.-12:10 p.m.

### **JPN 350a Contemporary Texts**

Study of various contemporary texts from films, newspapers, magazines, learned journals, etc. with a view to developing reading competence in original materials, as well as discussion skills. Class and discussions are conducted in Japanese. Prerequisite: 302 or permission of the instructor. {F}

4 credits

*Maki Hirano Hubbard*

M W 1:10-2:30 p.m.

### **JPN 404a Special Studies**

For students engaged in independent projects in connection with Japan-related studies.

4 credits

### **JPN 404b Special Studies**

4 credits



## Korean Language

Credit is not granted for the first semester only of an introductory language course.

### KOR 110d Intensive Elementary Korean

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with no background in Korean. Enrollment limited to 15. [F]

12 credits

Sec. I: *Young-Hee Lee*, M W F 9-9:50 a.m., T Th 9-10:20 a.m.

Sec. II: *To be announced*, M W F 11-11:50 a.m., T Th 10:30-11:50 a.m.

### KOR 220d Intermediate Korean

A continuation of Intensive Elementary Korean 110d. The course places equal emphasis on oral proficiency, grammar and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. [F]

8 credits

*To be announced*

M W F 10-10:50 a.m.; drill Th 4-4:50 p.m.

## The Minor

**Advisers:** Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have the option of being exposed to the other courses in the department.

### Requirements:

The first year of Chinese (CHI 110d), Japanese (JPN 110d), or Korean (KOR 110d) is a prerequisite for admission. The minor will consist of a total of six courses in the following distribution:

1. Intermediate Chinese (CHI 220d), Japanese II (JPN 220d), or Intermediate Korean (KOR 220d).
2. Four courses on East Asian literature in translation and linguistics chosen from the following:

[CHI 241a	The Chinese Literary Tradition From Early Times to the Tang]
CHI 242b	The Chinese Literary Tradition Tang to the Ch'ing
CHI 260a	Modern Chinese Literature
CHI 301a	Advanced Chinese
CHI 302b	Advanced Chinese (A continuation of 301a)
CHI 404a,b	Special Studies
[CLT 260b	Modern Japanese Literature and the West]
[CLT 360b	The Ethics of Chinese and Western Literature]
[JPN 230b	Japanese Language and Culture]
JPN 250a	Classical Japanese Literature in Translation
[JPN 260b	Modern Japanese Literature in Translation]
JPN 301a	Japanese III
JPN 302b	Japanese III (A continuation of 301a)
JPN 350a	Contemporary Texts
JPN 360b	Seminar: Images of Women in Japanese Literature
JPN 404a,b	Special Studies
KOR 230a	Modern and Classical Korean Literature

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

# East Asian Studies

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## East Asian Studies Advisory Committee

\*\*Daniel K. Gardner, Professor of History  
Marylin Rhie, Ph.D., Professor of Art and East  
Asian Studies, *Director of the Program in  
East Asian Studies*

Taitetsu Unno, Professor of Religion and East  
Asian Studies

Dennis Yasutomo, Associate Professor of  
Government

Teresa Yu, Assistant Professor of East Asian  
Languages and Literatures

## Other Participating Faculty

†Steven M. Goldstein, Professor of  
Government

Takao Hagiwara, Assistant Professor of East  
Asian Languages and Literatures

\*\*Maki Hirano Hubbard, Assistant Professor  
of East Asian Languages and Literatures  
Jamie Hubbard, Yehan Numata Lecturer in  
Buddhist Studies

Young-Hee Lee, Assistant Professor of East  
Asian Languages and Literatures

Christopher Lupke, Assistant Professor of  
East Asian Languages and Literatures  
Sachiko Sakai, Lecturer in East Asian  
Languages and Literatures

Keiko Ueda, Lecturer and Assistant in East  
Asian Languages and Literatures

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## [HST 218a (C) Thought and Art in China]

Topic: Confucian Thought and Art of China  
and Korea. Attention will be given to a com-  
parison of the philosophic expression of Con-  
fucianism in China and Korea and to analysis  
of related works of art, primarily painting and  
architecture. The focus will be on texts and  
art from the sixth century B.C. to the Ming  
dynasty (1368-1644) in China and from the Yi  
Dynasty [Choson Period] (1392-1910) in Ko-  
rea. No prerequisites. To be offered in 1995-  
96.

4 credits

*Daniel Gardner, Marylin Rhie*

## GOV 228a Government and Politics of Japan

4 credits

*Dennis Yasutomo*

T Th 9-10:20 a.m.

## [249a Traditional Japan]

An introduction to premodern Japan. The  
course will survey the development and evo-  
lution of Japan's society, cultural traditions,  
political identity and interaction with foreign

cultures from its origins to the 19th century.  
To be offered in 1995-96.

4 credits

## 250b Modern Japan

An introduction to and analysis of Japanese  
culture and society in the 20th century. While  
the course will survey Japan's international  
emergence since the Meiji Restoration (1868),  
primary emphasis will be placed on develop-  
ments in post-World War II society, culture  
and political economy.

4 credits

*Dennis Yasutomo*

Th 1-4 p.m.

## [270a Colloquium in East Asian Studies]

To be offered in 1995-96.

4 credits

*Marylin Rhie*

## REL 273a Colloquium in East Asian Religions

Topic for 1994-95: Japanese Buddhism. The  
development of Pure Land Buddhist doc-  
trine, ritual and institutions in relation to the

state, from its earliest inception to the present day.

4 credits  
*Taitetsu Unno*  
T Th 3-4:20 p.m.

**REL 274a Japanese Buddhism and Buddhist Art**

4 credits  
*Jamie Hubbard, Marilyn Rhie*  
W 1:10-4 p.m.

**275b Colloquium: Japan-United States Relations**

Analysis of political, economic, cultural and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. [S]  
4 credits  
*Dennis Yasutomo*  
T Th 9-10:20 a.m.

**279b Colloquium: The Art and Culture of Tibet**

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present.  
4 credits  
*Marilyn Rhie*  
To be arranged

**GOV 348a Seminar in International Politics**

4 credits  
*Dennis Yasutomo*  
T 1-2:50 p.m.

**GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

Permission of the instructor is required.  
4 credits  
*Dennis Yasutomo*  
T 1-2:50 p.m.

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Minor**

**Advisers:** Daniel K. Gardner, Takao Hagiwara, Maki Hirano Hubbard, Young-Hee Lee, Marilyn M. Rhie, Taitetsu Unno, Dennis Yasutomo, Teresa Yu.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines, or as the basis of future graduate work and/or careers related to East Asia.

**Requirements:** The first year of Chinese or Japanese language (CHI 110d or JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

- 1. Second-year Chinese or Japanese language (CHI 220d or JPN 220d); and
- 2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian art, literature, religion, or other humanities;
  - II. East Asian history, government, economics, or other social sciences

**Division I**

ART 207b	The Art of China
[ART 208b	The Art of Japan]
[ART 375b	Studies in Asian Art]
[CHI 241a	The Chinese Literary Tradition: From Early Times to the T'ang]
CHI 242b	The Chinese Literary Tradition: T'ang to the Ch'ing
CHI 260a	Modern Chinese Literature
[CLT 260b	Modern Japanese Literature and West]
CLT 360b	The Ethics of Chinese and Western Literature
[EAS 249a	Traditional Japan]
[EAS 270a	Colloquium in East Asian Studies]
EAS 275b	Colloquium: Japan-United States Relations
EAS 279b	The Art and Culture of Tibet



- [HST 218a Thought and Art in China:  
Confucian Thought and Art of  
China and Korea]
- [JPN 230b Japanese Language and Culture]  
JPN 250a Classical Japanese Literature in  
Translation
- [JPN 260b Modern Japanese Literature in  
Translation]
- JPN 360b Seminar: Images of Women in  
Japanese Literature
- KOR 230a Modern and Classical Korean  
Literature
- REL 110b Poetry as Contemplation  
(Section A)
- [REL 110b Politics of Enlightenment  
(Section E)]
- REL 272a Buddhist Thought
- REL 273a Colloquium in East Asian  
Religions: Japanese Buddhism
- REL 274a Japanese Buddhism and  
Buddhist Art
- REL 372b Problems in Buddhist Philosophy

- [HST 218a Thought and Art in China:  
Confucian Thought and Art in  
China and Korea]
- [HST 317a Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

## Division II

- [EAS 249a Traditional Japan]  
EAS 250a Modern Japan
- EAS 275b Colloquium: Japan-United States  
Relations
- EAS 279b The Art and Culture of Tibet
- GOV 228a The Government and Politics of  
Japan
- [GOV 230b The Government and Politics of  
China]
- [GOV 344b Seminar on Foreign Policy of the  
Chinese People's Republic]
- GOV 348a Seminar in International Politics:  
Conflict and Cooperation in Asia
- [GOV 349b Seminar in International  
Relations and Comparative  
Politics]
- GOV 351b Seminar in Comparative  
Government and International  
Relations: Foreign Policy of  
Japan
- HST 211a The Emergence of China
- [HST 212b China in Transformation, A.D.  
700-1850]
- HST 213a Aspects of Chinese and Japanese  
History: Elite Culture in China:  
The Arts and Letters of the  
Literati
- [HST 214b Aspects of Chinese History:  
Religion in China]

# Economics

## Professors

\*\*Robert T. Averitt, Ph.D.  
 Frederick Leonard, Ph.D.  
 †Mark Aldrich, Ph.D.  
 Cynthia Taft Morris, Ph.D.  
 Andrew Zimbalist, Ph.D.  
 Randall Bartlett, Ph.D.  
 Robert Buchele, Ph.D.  
 \*Roger T. Kaufman, Ph.D.

## Associate Professors

\*Charles P. Staelin, Ph.D.  
 Karen Pfeifer, Ph.D., *Chair*  
 Thomas A. Riddell, Ph.D.

Nola Reinhardt, Ph.D.  
 Elizabeth Savoca, Ph.D.  
 Deborah Haas-Wilson, Ph.D.

## Assistant Professors

Mahnaz Mahdavi, Ph.D.  
 Cynthia Browning, Ph.D.

## Visiting Lecturers

Mark Montgomery, Ph.D.  
 Irene Powell, Ph.D.

## Assistant in Social Sciences

Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to take 227 and 280 as well as MTH 111, 112 and 211.

## General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand analysis and its application to contemporary economic problems. Attendance is required at four Monday evening combined section meetings. [S]

4 credits

*Robert Averitt, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; M W F 1:10-2 p.m.; T Th 10:30-11:50 a.m.

### 150b Introductory Microeconomics

A repetition of 150a. Attendance is required at four Monday evening combined section

meetings. [S]

4 credits

*Frederick Leonard, Director; Members of the Department*

M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; M W 2:40-4 p.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 153a Introductory Macroeconomics

Major determinants of unemployment and inflation and policies for promoting full employment and price stability. Attendance is required at four Monday evening combined section meetings. [S]

4 credits

*Cynthia Browning, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; M W F 1:10-2 p.m.; T Th 9-10:20 a.m.; T Th 1-2:20 p.m.

### 153b Introductory Macroeconomics

A repetition of 153a. Attendance is required at four Monday evening combined section meetings. [S]

4 credits

*Randall Bartlett, Director; Members of the Department*

M W F 9-9:50 a.m.; M W F 10-10:50 a.m.; M W F 11-11:50 a.m.; T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.; T Th 1-2:20 p.m.

### 190a Introduction to Statistics for Economists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of micro computers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended. [S]

4 credits

*Robert Buchele, Molly Robinson (Social Sciences)*

Lec. T Th 10:30-11:50 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 1:10-3 p.m.

### 190b Introduction to Statistics for Economists

A repetition of 190a. [S]

4 credits

*Cynthia Browning, Molly Robinson (Social Sciences)*

Lec. T Th 9-10:20 a.m.; lab T 1-2:50 p.m.; T 3-4:50 p.m.; W 2:10-4 p.m.

### 227b Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, ECO 253, and 250 or permission of the instructor. [S]

4 credits

*Roger Kaufman*

M W F 9-9:50 a.m.

### [329a The Design of Models in Economic Analysis]

A study of the construction, use and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth and the study of complex organizations. Emphasis on "hands on" modeling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250, 253, 190, and MTH 111, or permission of the instructor. To be offered in 1995-96. [S]

1 credits

## Economic Theory

### 250a Intermediate Microeconomics

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer and social choice. Attention to pricing under various market structures and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150. [S]

4 credits

*Mark Montgomery*

Lec. M W 1:10-2:30 p.m.; dis. M 2:40-3:30 p.m.; F 11-11:50 a.m.; F 1:10-2 p.m.

### 250b Intermediate Microeconomics

A repetition of 250a. [S]

4 credits

*Charles Staelin*

Lec. M W 1:10-2:30 p.m.; dis. M 2:40-3:30 p.m.; T 1-1:50 p.m.; W 9-9:50 a.m.

### 253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. [S]

4 credits

*Frederick Leonard*

Lec. M W F 10-10:50 a.m.; dis. T 9-9:50 a.m.; T 10:30-11:20 a.m.; T 1-1:50 p.m.

### 253b Intermediate Macroeconomics

A repetition of 253a. [S]

4 credits

*Roger Kaufman*

Lec. M W F 11 a.m.-12:10 p.m.; dis. W 1-1:50 p.m.; F 10-10:50 a.m.; F 1:10-2 p.m.

### 256b Marxian Political Economy

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. [S]

4 credits

*Karen Pfeifer*

T Th 10:30-11:50 a.m.

### [270b History of Economic Thought]

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of



their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. To be offered in 1995-96. [S] 4 credits

### 278a Evolutionary Economics

An exploration of evolutionary analyses of economic behavior. With the evolutionary approach it is possible to address dynamic processes involving time, uncertainty, innovation and structural change that cannot be easily analyzed within the orthodox equilibrium model. Evolutionary analysis will be applied to such topics as technological innovation, institutional change, the production of consumer tastes and environmental problems. Prerequisites: 150 and 153 or the equivalent. (E) [S]

4 credits

*Cynthia Browning*

M W 2:40-4 p.m.

### 280a Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190 or MTH 107 or MTH 245, and MTH 111. [S]

4 credits

*Elizabeth Savoca*

Lec. T Th 1-2:20 p.m.; lab W 2:40-4 p.m.

### 321a Seminar: Economics of Organizations

Economic analysis of administrative structures as actors in, and substitutes for, markets. Organizations as economic cost reducing institutions. Internal characteristics, impacts on economic performance, information and decision making. Effective use of human talent via internal labor markets. Determinants of the boundaries between organizations and markets. Prerequisite: 250. Offered in alternate years. [S]

4 credits

*Randall Bartlett*

M 7:30-9:30 p.m.

### 327a Seminar: Economic Methodology

Topic for 1994-95: Socio-Economics. The evolution of economics in the context of specific societies comprised of interacting and evolving institutions; the embedment of eco-

nomics in social behavior; the treatment of economic science as one of a set of interrelated social sciences; and current concerns such as business ethics and socially responsible investment. Prerequisites: 250 or 253, and one additional course in economic thought, history, systems or anthropology. [S] 4 credits

*Karen Pfeifer*

Th 3-4:50 p.m.

### 333a Seminar: Free Market Economics

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. [S] 4 credits

*Fred H. Leonard*

Th 1-2:50 p.m.

## The American Economy

### 220b Labor Relations and Economic Performance

The role of education, training and labor-management relations in productivity growth and international competitiveness. Comparative analysis of labor relations and economic performance in the U.S. and other major OECD countries (e.g., Japan, Germany and Sweden). New directions in labor relations at the workplace. Are unions any longer relevant? Prerequisites: 150, 153, and 190. [S] 4 credits

*Robert Buchele*

M W F 1:10-2:30 p.m.

### 222a Women's Labor and the Economy

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190. [S]

4 credits

*Irene Powell*

T Th 9-10:20 a.m.

**224b Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. [S]

4 credits

*Mark Montgomery*

M W F 9-9:50 a.m.

**[225a Political Economic Analysis]**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200. To be offered in 1995-96. [S]

4 credits

**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty and financing local government. Prerequisites: 150 and 153. [S]

4 credits

*Randall Bartlett*

M W F 11-11:50 a.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Economic, mathematical and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 111, and 190. [S]

4 credits

*Mahnaz Mahdavi*

M W 2:40-4 p.m.

**[257b Growth and Crisis in the U.S. Economy]**

Alternative theories of the dynamics of accumulation, the business cycle and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neo-classical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unemployment, price inflation and structural change from 1970 to the present. Prerequisites: 150 and 153. To be offered in 1995-96. [S]

4 credits

**275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy.

Prerequisite: 253. [S]

4 credits

*Robert Averitt*

M W F 11-11:50 a.m.

**[283a American Economic History: Colonial Times to 1870]**

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150 and 153. To be offered in 1995-96. [S]

4 credits

**[285a American Economic History: 1870-1980]**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153. [S]

4 credits

**314b Industrial Organization**

An examination of market structure, industry conduct and performance and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures and antitrust law. Prerequisite: 250. [S]

4 credits

*Irene Powell*

T Th 10:30-11:50 a.m.

**315b Seminar: The Economics of Regulation**

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an

efficiency and an interest-group perspective.

Prerequisite: 250. [S]

4 credits

*Deborah Haas-Wilson*

Th 1-2:50 p.m.

### 317b Law and Economics

The application of microeconomic theory to the study of legal institutions and problems.

Topics include the nature, variety and evolution of property rights; the problems of common pool resources, including the oceans; the

economics of tort, liability and contract law; the efficiency and equity of the justice system;

and the economic theory of the state. Prerequisite: 250. [S]

4 credits

*Charles Staelin*

T Th 9-10:20 a.m.

### 331a Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues

of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media,

relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. [S]

4 credits

*Andrew Zimbalist*

T 3-4:50 p.m.

## International and Comparative Economics

### 205a International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production

factors throughout the world economy. Topics include the pure theory of international trade,

the development of the postwar world economy, issues of commercial policy and the

rise of protectionism, international cartels, the impact of transnational firms, the brain drain,

North-South economic relations and the prospects for the New International Economic Order. Prerequisite: 250. [S]

4 credits

*Mahnaz Mahdavi*

M W F 10-10:50 a.m.

### 206b International Finance

An examination of international monetary theory and institutions and their relevance to

national and international economic policy.

Topics include mechanisms of adjustment in the balance of payments, macroeconomic

and exchange-rate policy for internal and external balance; international movements of

capital; and the history of the international monetary system: its past crises and current

prospects. Prerequisite: 253. [S]

4 credits

*Mahnaz Mahdavi*

M W F 11 a.m.-12:10 p.m.

### 208b European Economic Development

Covers the industrial revolutions of north-

western Europe; the causes of economic

backwardness and uneven growth in eastern and southern Europe; Europe and contempo-

rary international capitalism (expansion and depression, world wars and recovery). Pre-

requisites: 150 and 153 or permission of the instructor. [S]

4 credits

*Karen Pfeifer*

T Th 1-2:50 p.m.

### 209a Comparative Economic Systems

The historical views of capitalism of Marx,

Polanyi and Schumpeter compared with

models of today's capitalist market systems.

Survey of leading types of economic systems, focusing on contrasting role of private and

government sectors. Models of mixed capitalist economies, including the Swedish and the

Japanese. Evaluation of comparative eco-

nomics performance stressing distributional

equity as well as allocative efficiency and

economic growth. Eastern Europe's difficult

experiences in introducing capitalism, many

rooted in their history, analyzed and con-

trasted with Chinese experience; stabilization,

price liberalization and privatization policies

examined. The roles of political and social

influences and conflicts underlined throughout the course. Prerequisites: 150 and 153. [S]

4 credits

*Cynthia Taft Morris*

M W 1:10-2:30 p.m.

### 211a Economic Development

An overview of major economic issues in the

Third World (Asia, Latin America, Africa and

the Middle East). Examines theory, institu-

tions and development policy. Topics include

trade, industrial and agricultural develop-

ment, multinational investment, employment

and technology, women in development,

fiscal policy and international financial issues



(lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. Recommended: 250. [S]

4 credits

*Nola Reinhardt*

M W 1:10-2:30 p.m.

### [213b The World Food System]

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. To be offered in 1995-96. [S]

4 credits

### [214b Economics of the Middle East and North Africa]

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. To be offered in 1995-96. [S]

4 credits

### [305a Seminar: International Economics]

Topic: Will Free Trade Survive? The Challenge of Commercial Policy in the 1990s. Prerequisite: 205 or permission of the instructor. [S]

4 credits

### 309b Seminar: Topics in Comparative Economic Systems

Topic for 1994-95: Transitions to Capitalism in Eastern Europe: Theoretical approaches to transitions to capitalist economic growth; specific attitudinal and legal-political barriers to the establishment of capitalist market systems; key institutions and policies likely to contribute to raising living standards widely within two or three decades; and the critical role of local and regional as well as central government in successful capitalist transitions. The course will be a training workshop for the preparation of a 30-page research paper on which students will work throughout the se-

mester. Prerequisites: 250 and 253; and 209 or 235 or permission of the instructor. [S]

4 credits

*Cynthia Taft Morris*

T 3-4:50 p.m.

### 311a Seminar: Topics in Economic Development

Topic for 1994-95: Miracle Economies? Economic Development in East Asia. In recent decades, many East Asian economies have "taken off." This seminar will explore the nature of these "miracle economies." Has economic growth been coupled with equity? Has the quality of life improved for the majority of people? What are the roots of the high growth rates and are they sustainable? Topics include development and growth strategies, industrial policies, industrial relations and business organization. Prerequisites: 211, and 250 or 253. Recommended: 209. [S]

4 credits

*Nola Reinhardt*

Th 3-4:50 p.m.

### 318b Seminar: Latin American Economics

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. Recommended background: 205 and 206. [S]

4 credits

*Nola Reinhardt*

Th 3-4:50 p.m.

### 404a Special Studies

Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's "Handbook for Prospective Majors."

8 credits

## The Major

**Advisers:** Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt.

Basis 150 and 153.

Requirements: 10 semester courses including the basis, 190 (or MTH 245), 250, 253, and one 300-level course (or honors thesis).

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

## The Minor

**Advisers:** Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis

(150 and 153) and either 250 or 253. Crediting procedures are the same as for the major

## Honors

**Director:** Mahnaz Mahdavi.

Basis: 150 and 153.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190 (or MTH 245), 250, 253, and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

# Education and Child Study

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## Professors

Seymour William Itzkoff, Ed.D.  
 Raymond A. Ducharme, Jr., Ed.D.  
 Alan L. Marvelli, Ed.D.  
 Sue J. M. Freeman, Ph.D., *Chair*  
 Alan N. Rudnitsky, Ph.D.

## Assistant Professors

Rosetta Marantz Cohen, Ed.D.  
 \*Ageliki Nicolopoulou, Ph.D.

## Lecturers

<sup>2</sup>Karen Tarlow, D.M.A.  
 Francis L. Gougeon, Ed.M.  
 Gordon L. Noseworthy, Ed.D.

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## Practice Teaching Supervisor

Martha Batten, Ed.M.

## Teaching Fellows

Elizabeth S. Bell, B.A.  
 Diane Cherkerzian, B.S.  
 Irene D. Gruenfeld, B.A.  
 Alison M. Marvelli, A.B.  
 Gabrielle L. Stevens, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools, are urged to consult the department as early as possible during their college career.

## 340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors. [S]

4 credits

*Raymond Ducharme*  
 M 3-5 p.m.

## Historical and Philosophical Foundations

### 110b Change and Challenge in American Education

Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in

school settings. Not open to students who have had two or more courses in the department. [S]

4 credits

*Rosetta Marantz Cohen, Director, and Members of the Department*  
 M W F 10-10:50 a.m.

### [120b Education and the Liberal Arts]

History of the development of the concept of a liberal arts education. To be offered in 1995-96. [S]

4 credits

### 221a Classical Education

Civilization and the ideals of the Greeks and Romans. A study of the lives and writings of Socrates, Plato, Aristotle, Marcus Aurelius and others. [S]

4 credits

*Seymour Itzkoff*

M W 1:10-2:30 p.m.

### 222b Modern Educational Classics

The Western conception of the educated person. Influence of Rousseau, Montessori,



Dewey and others in the modern tradition in schooling and society. [S]

4 credits

*Seymour Itzkoff*

M W 11 a.m.-12:10 p.m.

### 236a American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. [S]

4 credits

*Rosetta Marantz Cohen*

T Th 1-2:50 p.m.

### [336b Seminar in American Education]

To be offered in 1995-96. [S]

4 credits

### 552a Perspectives on American Education

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

M 3-5 p.m.

## Sociological and Cultural Foundations

### 200b Education in the City

Education problems of the inner city considered in the context of schools, teachers, students and community. [S]

4 credits

*To be announced*

T Th 1-2:30 p.m.

### 232b Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. [S]

4 credits

*Rosetta Marantz Cohen*

T Th 9-10:20 a.m.

### 234b Modern Problems of Education

Topic for 1994-95: The Decline of American Education. Causes: Contemporary situation. Solutions? [S]

4 credits

*Seymour Itzkoff*

M W 1:10-2:30 p.m.

### 237b Comparative Education

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. [S]

4 credits

*To be announced*

To be arranged

### [323b Seminar in Humanism and Education]

To be offered in 1995-96. [S]

4 credits

*Sue Freeman*

### [337b Seminar: Literacy in Cross-Cultural Perspective]

The nature of literacy and its significance for both societies and individuals: key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations and its role in development and education. This comparative and socio-cultural approach will be used to address current debates over such issues as the cognitive consequences of literacy, the determinants of success and failure in acquiring it and its relationship to patterns of power and inequality in contemporary society. Prerequisite: 235 or permission of the instructor. [S]

4 credits

*Ageliki Nicolopoulou*

### 341b The Child in Modern Society

Examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. To illuminate important current issues, some attention will be paid to cross-cultural comparisons and to the historical development of modern childhood. Prerequisite: 235 or permission of the instructor. [S]

4 credits

*Ageliki Nicolopoulou*

T Th 1-2:30 p.m.

## Learners and the Learning Process

### 235a Child and Adolescent Growth and Development

A study of theories of growth and development of children from birth through adoles-

cence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. [S]

4 credits

*To be announced*

T Th 10:30-11:50 a.m.

### **235b Child and Adolescent Growth and Development**

A repetition of 235a. [S]

4 credits

*Ageliki Nicolopoulou*

T Th 10:30-11:50 a.m.

### **238a Educational Psychology**

The application of psychological principles of development, motivation and learning to contemporary educational problems. [S]

4 credits

*Alan Rudnitsky*

T Th 9-10:20 a.m.

### **239b Counseling Theory and Education**

Study of various theories of counseling and their application to children and adolescents in educational settings. [S]

4 credits

*Sue Freeman*

T Th 10:30-11:50 a.m.

### **248a Special Education**

A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. [S]

4 credits

*To be announced*

T Th 1-2:50 p.m.

### **249b Children Who Cannot Hear**

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children. [S]

4 credits

*Alan Marvelli*

T Th 9-10:20 a.m.

### **[350a Learning Disabilities]**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. Admission by permission of the

instructor. To be offered in 1995-96. [S]

4 credits

*Sue Freeman*

### **353b Education of the Gifted**

What are giftedness and talent? Stages in the education of the gifted human. The social significance of the gifted. [S]

4 credits

*Seymour Itzkoff*

W 7:30-9:30 p.m.

### **510b Human Development and Education**

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and socio-cultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts.

4 credits

*Ageliki Nicolopoulou*

W 2-4 p.m.

### **540b Critical Thinking and Research in Education**

What does it mean to think critically, how do we establish and evaluate the strength of knowledge claims, how do we come to believe what we believe and how can we teach students to reason effectively? The examination of these questions will be grounded in the critical reading of research in education. Students will develop a better understanding of the reasoning process and become more discerning consumers of knowledge and information.

4 credits

*Alan Rudnitsky*

To be arranged

### **567a English Language Acquisition and Deafness**

A psycholinguistic account of English language acquisition of normal-hearing and deaf children. Both theory and empirical research are stressed and links are made to contemporary developments in language assessment and intervention.

4 credits

*Peter de Villiers*

M 3:30-5:30 p.m.

## Curriculum and Instruction

### 231b Care and Education of Young Children

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with preschool children and conferences with professionals in the area. Required practicum, observations and field trip. [S]

4 credits

*To be announced*

To be arranged

### 332b Children's Literature

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. [S]

4 credits

*Anna Pearce*

W 7-9:30 p.m.

### 333b Information Technology and Learning

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO and LinkWay, a multimedia authoring tool. Prerequisite: two courses in education or permission of the instructor. [S]

4 credits

*Alan Rudnitsky*

Th 3-4:50 p.m. and one laboratory hour to be arranged

### 338a The Reading Process

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Discussion of reading disabilities, whole language and other issues. [S]

4 credits

*Seymour Itzkoff*

M 7:30-9:30 p.m.

### 339b Problems in School Learning

Assessment and instructional treatment of reading difficulties in regular classroom settings. Examination of interactive and whole language approaches; research regarding theory and practice. Fieldwork

4 credits [S]

*Sue Freeman*

Th 3-5 p.m.

### 347a Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisite: 235 or 238. [S]

4 credits

*Sue Freeman*

Th 3-5 p.m.

### [305a The Teaching of Art]

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. [S]

4 credits

### 316b The Teaching of Music

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years. [S]

4 credits

*Karen Tarlow*

To be arranged

### 345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor.



tor. Preregistration meeting scheduled in April. [S]

12 credits

*Alan Rudnitsky, Martha Batten, and Members of the Department*

T 3-4:50 p.m.

### **346d Reflective Practice in Secondary Schools**

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a.

Admission by permission of the instructor. [S]  
8 credits

*Rosetta Marantz Cohen*

T 3-4:50 p.m.

### **[381a The Teaching of History and the Social Studies]**

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232a. Admission by permission of the instructor. [S]

4 credits

### **548a Student Diversity and Classroom Teaching**

An examination of difference, including race, ethnicity, sex and class, and their consideration in teaching and learning. Also, special needs and abuse issues as factors in school learning and classroom teaching.

4 credits

*Sue Freeman*

To be arranged

### **554a Cognition and Instruction**

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 7:30-9:30 p.m.

## **Special Studies**

### **400a Special Studies**

1 to 4 credits

### **400b Special Studies**

1 to 4 credits

## **The Major**

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

**Director of Teacher Education:** Alan Rudnitsky.

### **Teacher/Lecturers—Secondary Program**

Joanne Arnold, B.S. (Mathematics)

Robert Bonneau, M.A. (English)

Robert Charette, M.Ed. (History)

Vincent Falardeau, M.A. (French)

Peter Shaughnessy, M.A. (Science)

### **Teacher/Lecturers—Elementary and Early Childhood Program**

Barbara Baker, Ed.M.

Elizabeth Cooney, A.B.

Michelle S. Dilts, B.S.

Marie A. Frank, M.Ed.

Martha N. Guzowski, B.S.

Rita F. Harris, B.S.

Janice Henderson, Ed.M.

Elizabeth A. Hennessy, M.Ed.

Shauneen Kroll, A.B.

Carol Peto-Ostberg, Ed.M.

Rosemary E. Rigoletti, Ed.M.

Maureen Ross, B.A.

Janice Marie Szymaszek, Ed.M.

Gary A. Thayer, B.A.

Sandra Warren, Ed.M.

Thomas M. Weiner, M.Ed.

## The Minor

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are elective. The specific courses taken by a student are worked out with a faculty adviser.

## Requirements for Programs Leading to Teacher Certification

**Secondary Teacher (9-12) in the following fields:**

English	Mathematics
History	Biology
Social Studies	Chemistry
French	Earth Science
Spanish	General Science
Foreign Language (other)	Physics
Music	Visual Art

### Program leading to provisional certification

- meet course distribution requirements for Latin Honors
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:
 

EDC 232	Foundations of Secondary Education
EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 346d	Reflective Practice in Secondary Schools

### Program leading to standard certification

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology
- complete the following courses in

### Education and Child Study

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559d	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education
	or
EDC 554	Cognition and Instruction
	• Three advanced courses in the subject area

## Elementary Teacher (1-6) & Early Childhood Teacher (N-3)

### Program leading to provisional certification

- meet course distribution requirements for Latin Honors
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:
 

EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 345d	Preschool and Elementary Curriculum and Methods
- one course in either historical or sociological and cultural foundations of education (not EDC 110)
- one course in the area of early childhood education (for Early Childhood Teacher)

### Program leading to standard certification

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)

- completion of the following courses in Education and Child Study:
  - EDC 556 Learning in Classrooms (Summer Program)
  - EDC 559 Clinical Internship in Teaching I (Summer Program)
  - EDC 559d Clinical Internship in Teaching II
  - EDC 552 Perspectives on American Education
  - EDC 548 Student Diversity and Classroom Teaching
  - EDC 510 Human Development and Education
  - EDC 554 Cognition and Instruction
  - Two electives—selected to address assessed needs in specific areas of competence

## Special Needs

**Adviser:** Sue Freeman.

- EDC 248a Special Education
- EDC 249b Children Who Cannot Hear (e)
- EDC 339b Problems in School Learning (e)
- EDC 347a Individual Differences Among Learners (e)
- [EDC 350a Learning Disabilities (e)]
- EDC 353b Education of the Gifted (e)

## Child Development/Early Childhood

**Adviser:** Ageliki Nicolopoulou.

- EDC 341b The Child in Modern Society (e)
- EDC 345d Preschool and Elementary Curriculum and Methods (e)
- EDC 347a Individual Differences Among Learners (e)

## Learning and Instruction

**Advisers:** Alan Rudnitsky, Ageliki Nicolopoulou.

- EDC 232b Foundations of Secondary Education (e)
- EDC 333b Information Technology and Learning (e)
- EDC 338a The Reading Process (e)
- EDC 345d Preschool and Elementary Curriculum and Methods (e)
- [EDC 356b Curriculum Principles and Design (e)]
- EDC 540b Critical Thinking and Research in Education (e)
- EDC 554a Cognition and Instruction (e)

## Secondary Teaching

**Advisers:** Raymond Ducharme, Rosetta Marantz Cohen.

- EDC 232b Foundations of Secondary Education
- EDC 346d Reflective Practice in Secondary Schools
- EDC 347a Individual Differences Among Learners (e)
- One course from Historical and Philosophical Foundations

## Education Studies

**Advisers:** Seymour W. Itzkoff, Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:

- [EDC 120 Education and the Liberal Arts]
- EDC 221 Classical Education
- EDC 222 Modern Educational Classics
- EDC 232 Foundations of Secondary Education
- EDC 234 Modern Problems of Education
- EDC 236 American Education
- EDC 237 Comparative Education
- EDC 341 The Child in Modern Society
- [EDC 336 Seminar in American Education]

## Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

## Honors

**Director:** To be announced.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.



## Graduate

**Advisers:** Members of the Department.

### **510b Human Development and Education**

### **540b Critical Thinking and Research in Education**

### **552a Perspectives on American Education**

### **554a Cognition and Instruction**

### **559a Clinical Internship in Teaching II**

4 credits

*Members of the Department*

### **559b Clinical Internship in Teaching II**

4 credits

### **559d Clinical Internship in Teaching II**

8 credits

### **567a English Language Acquisition and Deafness**

### **580a Advanced Studies**

Open to seniors by permission of the department.

4 credits

*Members of the Department*

### **580b Advanced Studies**

4 credits

*Ruth Moore*

Th 7:30-9:30 p.m.

### **590a Research and Thesis**

4 or 8 credits

*Members of the Department*

### **590b Research and Thesis**

4 or 8 credits

### **590d Research and Thesis**

8 credits

*Members of the Department*

# Engineering

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## The Minor

### Emphases in the Minor:

#### Chemical Engineering

**Adviser:** Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 112.

Requirements: (at Smith) CHM 115a, PHY 115a and 116b, and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

#### Civil Engineering

**Adviser:** Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 112.

Requirements: (at Smith) MTH 222, and PHY 115a and 116b; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241, Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

#### Computer Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112, and MTH 153.

Requirements: (at Smith) PHY 115a, 116b, and CSC 231a; (at UMass) ECE 211, ECE 214, and ECE 221.

#### Electrical Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a, 116b, and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, PHY 224b, or MTH 212a or b; (at UMass) ECE 211, ECE 212, and ECE 214.

#### Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211, and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a, plus either MTH 247 or ECO 280a; (at UMass) IEOR 379 and IEOR 380, plus one additional approved IEOR course.

#### Mechanical Engineering

**Adviser:** Malgorzata Zielinska-Pfabé (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: same as for the physics major, plus at UMass ME 211, ME 230, plus one additional approved ME course.

# English Language and Literature

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## Professors

Francis Murphy, Ph.D., Litt.D. (Hon.)  
 Harold Lawrence Skulsky, Ph.D.  
 †Dean Scott Flower, Ph.D.  
 William Allan Oram, Ph.D., *Chair, second semester*  
 \*\*Jefferson Hunter, Ph.D., *Chair, first semester*  
 †Douglas Lane Patey, Ph.D.  
 Susan R. Van Dyne, Ph.D. (Women's Studies and English Language and Literature)  
 Charles Eric Reeves, Ph.D.  
 †Ronald Russell Macdonald, Ph.D.  
 Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)

## Grace Hazard Conkling Writer-in-Residence

<sup>1</sup>Gjertrud Schnackenberg, B.A., Litt. D. (Hon.)

## Associate Professors

Margaret L. Shook, Ph.D.  
 Nora F. Crow, Ph.D.  
 Patricia Lyn Skarda, Ph.D.  
 Sharon Cadman Seelig, Ph.D.

Richard Millington, Ph.D.  
 Craig R. Davis, Ph.D.  
 Michael Gorra, Ph.D.  
 Gillian Kendall, Ph.D.

## Assistant Professors

Deborah Linderman, Ph.D. (English Language and Literature and Film Studies)  
 Nancy Mason Bradbury, Ph.D.  
 †Ranu Samantrai, Ph.D.  
 Cornelia Pearsall, Ph.D.

## Lecturers

Robert Ellis Hosmer, Jr., Ph.D.  
 Ann E. Boutelle, Ph.D.  
 Wendy Battin, M.A.  
 Julio Alves, Ph.D.  
 Gordon Turnbull, Ph.D.  
<sup>1</sup>Debra L. Carney, M.F.A.  
<sup>1</sup>Holly Davis, M.A.  
<sup>1</sup>Kirby Farrell, Ph.D.  
<sup>1</sup>Heidi Holder, Ph.D.  
<sup>1</sup>Mary Koncel, M.F.A.  
<sup>1</sup>Brian Turner, M.F.A.  
<sup>1</sup>Elizabeth von Klemperer, Ph.D.

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. First-year students contemplating a major in English may take 120a followed by 180b or 190b, or, if qualified, 200d or GLT 291d. All English majors must take 200d (most do so in their second year). Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

## First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 101 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive four credits each, providing they do not take English 101.

### 101a Introduction to College Writing

Conducted as writing workshops in sections limited to 15 students each, this course pro-



vides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration.

4 credits

*Director, Nancy Mason Bradbury*

A: *Nancy Mason Bradbury*, M W F 9-9:50 a.m.

B: *Cornelia Pearsall*, M W F 10-10:50 a.m.

C: *Heidi Holder*, M W F 10-10:50 a.m.

D: *Julio Alves*, M W 11 a.m.-12:15 p.m.

E: *Brian Turner*, M W 1:10-2:30 p.m.

F: *Ann Boutelle*, T Th 9-10:20 a.m.

G: *Holly Davis*, T Th 9-10:20 a.m.

H: *Robert Hosmer*, T Th 9-10:20 a.m.

I: *Mary Koncel*, T Th 10:30-11:50 a.m.

J: *Debra Carney*, T Th 1-2:15 p.m.

Bilingual students and non-native speakers are especially encouraged to register for section D.

### 101b Introduction to College Writing

A repetition of 101a.

4 credits

*Julio Alves*

T Th 9-10:20 a.m.

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia.

4 credits

*Director, Craig Davis*

#### A. Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. {L}

*William Oram*, M W F 9-9:50 a.m.

*Robert Hosmer*, M W 1:10-2:30 p.m.

*Gordon Turnbull*, M W 2:40-3:55 p.m.

*Michael Gorra*, T Th 9-10:20 a.m.

*Nancy Mason Bradbury*, T Th 10:30-11:50 a.m.

*Gordon Turnbull*, T Th 10:30-11:50 a.m.

#### B. The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis,

Austen, Coleridge, Mary Shelley, Byron, the Brontës and James. {L}

*Nora F. Crow*

M W 1:10-2:30 p.m.; M W 2:40-3:55 p.m.

### C. Literature of the Fantastic

A study of fantasy—the nonreal, surreal, strange and/or eccentric in literature, focusing particularly on texts that cross boundaries between life and death, male and female, human and inhuman. Authors to include Shakespeare, Swift, Woolf, Malamud, Hong Kingston, Morrison and others. {L}

*Gillian Kendall*

M W F 9-9:50 a.m.

### D. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. {L}

*Wendy Battin*

T Th 10:30-11:50 a.m.

### E. Comedy on Stage and Screen

Ways of being comic—that is, of raising a laugh, deflating pretension, encouraging young love, admitting human frailty and suggesting that life goes on—in plays by Shakespeare, Wilde, Molière and Stoppard; films by Chaplin, Tati and Bergman; and an opera by Mozart. {L}

*Jefferson Hunter*

M W F 10-10:50 a.m.; viewing times to be arranged

### F. Short Poems: An Introduction to Poetry

Study of the elements of lyric poetry, with emphasis on such poets as Sidney, Donne, Keats, Yeats, Stevens and selected contemporary poets. {L}

*Francis Murphy*

T Th 10:30-11:50 a.m.

### G. Reading and Writing Poetry

Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations and original poetry. {L}

*Wendy Battin*

T Th 3-4:50 p.m.

### H. The Icelandic Saga

A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and

violence, the inevitability of blood-feud and the grim humor and desperate religion that articulated the saga view of the world. (L)

*Craig Davis*

T Th 3-4:15 p.m.

### **I. Poet-Novelists: Thomas Hardy and D. H. Lawrence**

The interplay between their techniques in prose and poetry and their criticism of progress and its anarchies in English culture. (L)

*Patricia Skarda*

M W F 10-10:50 a.m.

### **120b Colloquia in Literature**

A repetition of 120a.

4 credits

*Director: Gillian Kendall*

### **A. Fiction**

*Ann Boutelle*

T Th 10:30-11:50 a.m.

### **B. Shakespeare and Film**

A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*. (L)

4 credits

*Gillian Kendall*

M W F 9-9:50 a.m.

### **C. The Literature of New England**

Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett and Robert Lowell. (L)

4 credits

*Francis Murphy*

T Th 10:30-11:50 a.m.

### **180a The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. (L)

4 credits

*Patricia Skarda*

M W F 1:10-2 p.m.

### **180b The Reading of Poetry**

A repetition of 180a. (L)

4 credits

*Margaret Shook*, M W F 10-10:50 a.m.; *Eric Reeves*, T Th 3-4:20 p.m.

### **190b Questioning Texts**

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works by women and men from different cultures and historical periods (for example, William Shakespeare, Christina Rossetti, Chinua Achebe, Maxine Hong Kingston). We will pay attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20. (L)

4 credits

*Director: Richard Millington*

*Richard Millington*, M W F 11 a.m.-12:10

p.m.; *Sbaron Cadman Seelig*, M W F 1:10-2

p.m.; *Gordon Turnbull*, M W 2:40-3:55 p.m.

## **Second-Level Courses**

Letters in square brackets after courses indicate which category of major requirement No. 4 each fulfills.

### **GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy**

See Interdepartmental and Extradepartmental Course Offerings.

### **200d The English Literary Tradition**

A study of the English literary tradition from the middle ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 650 or higher and students with English AP score of 4 or 5. (L)

8 credits

Lec. W 2:40-4 p.m.; sections as below

First semester:

*Director: William Oram*

A: *Harold Skulsky*, M W F 9-9:50 a.m.

B: *William Oram*, M W F 11 a.m.-12:10 p.m.

C: *Craig Davis*, T Th 10:30-11:45 a.m.

D: *Eric Reeves*, T Th 3-4:30 p.m.

Second semester:

*Director: Michael Gorra*

A: *Patricia Skarda*, M W F 10-10:50 a.m.

B: *Michael Gorra*, M W F 11 a.m.-12:10 p.m.

C: *Cornelia Pearsall*, T Th 9-10:20 a.m.

### 211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [4e] (L/H)

4 credits

*Eric Reeves*

T Th 10:30–11:50 a.m.

### 214a Old English

A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. [4a] (L/F)

4 credits

*Craig Davis*

M W F 10–10:50 a.m.

### 215b Beowulf

A reading of Anglo-Saxon England's most powerful and significant poem. [4a] (L/F)

4 credits

*Craig Davis*

T Th 10:30–11:45 a.m.

### 216a Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [4a] (L)

4 credits

*Nancy Mason Bradbury*

M W F 11 a.m.–12:10 p.m.

### 216b Chaucer

A repetition of 216a. Enrollment limited to 25. [4a] (L)

4 credits

*Nancy Mason Bradbury*, T Th 10:30–11:50 a.m.; *Craig Davis*, T Th 3–4:15 p.m.

### [220a Sixteenth-Century Literature]

To be offered in 1995–96. (L)

4 credits

### 222a Shakespeare

*A Midsummer Night's Dream, Romeo and Juliet, Richard II, 1 Henry IV, As You Like It, Measure for Measure, King Lear, The Tempest*. Enrollment in each section limited to 25. [4a] (L)

4 credits

*Harold Skulsky, Director*

*Sharon Cadman Seelig*, M W F 11 a.m.–12:10 p.m.; *Harold Skulsky*, T Th 10:30–11:50 a.m.

### 223b Shakespeare

*Richard III, Much Ado About Nothing, Hamlet, Twelfth Night, Othello, Macbeth, Antony and Cleopatra, The Winter's Tale*. Enrollment in each section limited to 25. [4a] (L)

4 credits

*Gillian Kendall, Director*

*Harold Skulsky*, M W F 9–9:50 a.m.; *William Oram*, M W F 1:10–2:30 p.m.; *Gillian Kendall*, T Th 9–10:20 a.m.

### 224a English Drama in the Age of Shakespeare

The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. [4a] (L)

4 credits

*Gillian Kendall*

T Th 9–10:20 a.m.

### [HST 225b (C) Authority and Legitimacy in the Age of More and Shakespeare]

An examination of the texts and historical context of Shakespeare's *Richard II, Henry IV, Henry V, Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III* and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. To be offered in 1995–96.

4 credits

### 226b Seventeenth-Century Poetry

Discussion of the major figures: Donne, Herbert, Jonson and Marvell, and some important poems by their contemporaries and forebears. Emphasis on poetic forms, conventions and imagery. [4a] (L)

4 credits

*Sharon Cadman Seelig*

M W F 9–9:50 a.m.



**228a Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist and Attorney for the Defense of God. [4a] [L]

4 credits

*Sharon Cadman Seelig*

M W F 9-9:50 a.m.

**228b Milton**

A repetition of 228a. [4a] [L]

4 credits

*Harold Skulsky*

M W F 11 a.m.-12:10 p.m.

**[232b Restoration and 18th-Century Drama (1660-1800)]**

Selected major drama from the reopening of the theatres to the end of the 18th century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith and Sheridan. Emphasis on how ideas shape language and form in the plays. To be offered in 1995-96. [L]

4 credits

**234b Pope, Swift and Their Circle**

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. [4b] [L]

4 credits

*Nora F. Crow*

M W 2:40-3:55 p.m.

**235b The Age of Johnson**

Close study of the literature of mid- and late 18th-century Britain, tracing the emergence of the modern novel, biography, the poetry of sensibility and romanticism. Authors include Anne Finch, Collins, Gray, Burney, Cowper, Gibbon and Hume, with special focus on the works of Doctor Samuel Johnson and his circle. (E) [4b] [L]

4 credits

*Gordon Turnbull*

M W 1:10-2:25 p.m.

**CLT 235b Fairy Tales and Gender****AAS 237a Major Black Writers: Fiction****238a The 18th-Century Novel**

A study of novels written in England from Aphra Behn to the Brontës (1688-1848). Emphasis on the novelists' narrative models and choices, with special attention to novels by and about women. [4b] [L]

4 credits

*Elizabeth Harries*

T Th 1-2:50 p.m.

**242a Romantic Poetry and Prose**

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Lamb, de Quincey, Hazlitt and Mary Shelley to provide intellectual, cultural and social contexts. [4b] [L]

4 credits

*Margaret Shook*

M W F 10-10:50 a.m.

**243b The Victorian Novel**

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. [4c] [L]

4 credits

*Michael Gorra*

M W F 10-10:50 a.m.

**AAS 243b Afro-American Autobiography****244b Literature of the Victorian Period**

Victorian literature, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites and Hopkins, with attention to literary, cultural and social contexts. [4c] [L]

4 credits

*Cornelia Pearsall*

T Th 1-2:20 p.m.

**246a American Literature from 1820 to 1865**

A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others. [4c] [L]

4 credits

*Richard Millington*

M W F 11 a.m.-12:10 p.m.

**248b American Literature from 1865 to 1914**

A survey of American literature as it engages the striking changes that reshape society and culture in the later 19th century. Some of the later poetry of Whitman and Dickinson, and fiction by Twain, James, Chesnutt, Howells, Gilman, Crane, Dreiser, Chopin, Wharton and others. [4c] [L]

4 credits

*Susan Van Dyme*

M W F 11 a.m.-12:10 p.m.

**250b Modern American Writing**

American writing in the first half of the 20th century. Fiction by Wharton, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Wright and others; a sampling of modernist poetry, including works by Frost, Stevens, Hughes, Williams, Moore and others; a film comedy from the Thirties. [4d] [L]

4 credits

*Francis Murphy*

T Th 9-10:20 a.m.

**[251a Modern American Poetry]**

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis. To be offered in 1995-96. [L]

4 credits

**[252a Modern British Literature]**

Major works of modern British poetry, drama and fiction 1900-1935. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley. [L]

4 credits

**253a Modern Fiction**

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble. [4d] [L]

4 credits

*Michael Gorra*

T Th 10:30-11:50 a.m.

**254a English and Irish Drama since 1850**

Major dramatic works of the late 19th and 20th centuries. Wilde, Shaw, Synge, Beckett, Osborne, Pinter, Churchill and others. Emphasis on aspects of performance and on 19th and 20th century theories of drama, stagecraft and production. [4b] [L]

4 credits

*Gordon Turnbull*

T Th 9-10:20 a.m.

**[256a Joyce]**

Lectures, with occasional discussion, on

*Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections). To be offered in 1995-96. [4d] [L]

4 credits

**260b Recent British Literature**

British writing of the last five decades, with an occasional glance at British film of the same period. Poetry by Auden, Larkin and Heaney; reporting by Orwell; fiction by Greene, Amis, Drabble and Ackroyd; drama by Pinter and Stoppard; television drama by Potter. [4d] [L]

4 credits

*Robert Hosmer*

T Th 9-10:20 a.m.

**[262b Recent American Writing]**

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. To be offered in 1995-96. [L]

4 credits

**264a American Women Poets**

A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. [4d] [L]

4 credits

*Susan Van Dyne*

M W F 1:10-2:30 p.m.

**[266b Postcolonial Literature]**

The literary legacy of the British Empire in works by writers from India, Africa and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Rushdie, Gordimer, Soyinka, Naipaul and others. To be offered in 1995-96. [L]

4 credits

**[267a Literatures of the Americas]**

Readings in the literature, chiefly in English, produced by peoples of color and the historically oppressed ethnic groups of the

North American continent, and studied in international, historical and aesthetic context. Topic: Asian American Drama. Playwrights to include Frank Chin, David Henry Hwang, Philip Kan Gotanda, Wakako Yamauchi, Rick Shiomi, Lawrence Yep, Velina Huston, Jessica Hagedorn and Ping Chong. [L]

4 credits

### [270b The King James Bible and Its Literary Heritage]

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy and Faulkner. Recommended background: REL 210 and 220. To be offered in 1995-96. [L]

4 credits

### [272b Infinite Variety: English Prose from the Renaissance to the Present]

A wide spectrum of non-fictional prose, considered as a way of discovering and presenting the self, of inquiring into the nature of the world and of interacting with it. Emphasis on particular techniques for reading prose and on syntactical and rhetorical forms as these create meaning. To be offered in 1995-96. [L]

4 credits

### 274a History of Criticism

The Nature of Interpretation. How and why and with what authority do we "interpret" texts? How are interpretive disputes arbitrated? Are there limits to pluralism within or amongst interpretive "communities"? Attention to both current theoretical thinking and the historical antecedents to that thinking. Prerequisite: an upper-level literature course.

[4e] [L]

4 credits

*Eric Reeves*

T Th 9-10:20 a.m.

### [278a Writing Women]

Topic for 1995-96: Remaking American Fiction. A study of the work of 19th and early 20th-century women writers as they give literary expression to women's experience and define for themselves a distinctive cultural role. Works by recently "recovered" women writers such as Warner, Parton, Phelps, along with more familiar figures such as Jewett and Cather, and by African-American writers such

as Hopkins, Larsen and Fauset. May be repeated once with a different topic. To be offered in 1995-96. [L]

4 credits

### [CLT 279b Women Writers of the Middle Ages]

### CLT 287b Metamorphosis as a Motif in Western Literature

### HST 294a Literature and Politics of England, 1660-1714

Reading in the political history and literature of Restoration England from the accession of Charles II to the death of Queen Anne. To be offered once only. (E) [L/H]

4 credits

*Frank Ellis, Howard Nenner (History)*

M W 1:10-2:30 p.m.

### CLT 299a Imagination and the City

## Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

### THE 261a Writing for the Theatre

### THE 261b Writing for the Theatre

### 280a Advanced Essay Writing

A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. [4e] [L]

4 credits

*Ann Boutelle*

Th 1-2:50 p.m.

### 280b Advanced Essay Writing

A repetition of 280a. Admission by permission of the instructor. [4e] [L]

4 credits

*Nora F. Crow*

T 3-4:50 p.m.



**282a Writing Poetry**

Admission by permission of the instructor.

[4c] (L)

4 credits

*Gjertrud Schnackenberg*

Th 3-4:50 p.m.

**282b Writing Poetry**

A repetition of 282a. Admission by permission of the instructor. [4c] (L)

4 credits

*Wendy Battin*

Th 1-2:50 p.m.

**284a Writing Short Stories**

Admission by permission of the instructor.

[4c] (L)

4 credits

*Kirby Farrell*

M W 2:40-4 p.m.

**284b Writing Short Stories**

A repetition of 284a. Admission by permission of the instructor. [4c] (L)

4 credits

*Gillian Kendall*

T 1-2:50 p.m.

**286b Reading and Writing Autobiography**

Reading autobiographies from the perspective of the would-be writer and thinking about the way different definitions of the autobiographical process lead to differences in voice, emphasis and form. Students will be encouraged to experiment with these various strategies in their own autobiographical writing.

Admission by permission of the instructor.

[4c] (L)

4 credits

*Francis Murphy*

Th 1-2:50 p.m.

**AMS 350a Seminar: Writing About American Society****Third-Level Courses**

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

**CLT 300a Contemporary Literary Theory****302a Seminar: American Literature**

Topic for fall 1994: Whitman and Dickinson.

The two most significant voices in American

poetry of the 19th century. [L]

4 credits

*Francis Murphy*

Th 1-2:50 p.m.

**303b Seminar: American Literature**

Topic for spring 1995: Slavery's Narratives. A study of texts that examine and interrogate the meanings of slavery and its legacy. Probable syllabus: autobiographical narratives by Equiano, Douglass, Jacobs; fiction by Mark Twain, Melville, Chesnutt and perhaps Faulkner; recent fictional versions of the slave narrative by Charles Johnson, Sherley Anne Williams and Toni Morrison. [4c] (L)

4 credits

*Richard Millington*

W 7:30-9:30 p.m.

**320b Edmund Spenser**

Spenser presented himself as England's Virgil and transformed every genre he touched.

We'll read most of his romance-epic *The Faerie Queene* but we'll consider other genres as well—love poetry, pastoral, satire and vision. Prerequisite: one of the following: the first half of 200 or 210, GLT 291, or a course in Renaissance literature. [4a] (L)

4 credits

*William Oram*

M W F 11 a.m.-12:10 p.m.

**[333a Seminar: A Major British or American Writer]**

4 credits

**340b Topics in English Romanticism**

Topic for spring 1995: Women in Romantic Literature. A study of sisters, wives, mothers and nature in the works of Jane Austen, Mary Shelley, Sir Walter Scott, the Brontës and the Romantic poets. [4b] (L)

4 credits

*Patricia Skarda*

T Th 3-4:50 p.m.

**342a Seminar: Studies in 19th-Century Literature**

Topic for fall 1994: Mourning and Elegy in Victorian England. A study of the representation and commemoration of the dead in literature, art and social practice. Readings from poetry, fiction, conduct books, letters and sermons; attention to funerary sculpture and tombs. [4c] (L/A)

4 credits

*Cornelia Pearsall*

T 1-2:50 p.m.

## FLS 349a Women and Cinematic Representation

### 350b Seminar: Modern Fiction

Topic for spring 1995: The Imagination of History in Contemporary Fiction. A study of the ways in which novelists use radical fictional techniques in the attempt to make sense of the nightmares and catastrophes of modern history. Readings in Kafka, Pynchon, Grass, Morrison, Rushdie, Garcia Marquez and others. [4d] (L)

4 credits

*Michael Gorra*

M 7:30-9:30 p.m.

### 372a Seminar: Satire

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English Department. [4b] (L)

4 credits

*Nora F. Crow*

T 3-4:50 p.m.

### 378a Seminar: Women and Literature

Topic for 1994-95: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. [4e] (L)

4 credits

*Susan Van Dyne*

T 1-2:50 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Patricia Skarda.

Beginning with the class of 1997, the following requirements will be in effect:

1. One of the following:
  - a. Two out of three: 120, 180, 190;
  - b. GLT 291d;
  - c. One 200-level course in a foreign literature taught in the original language;
2. 200d;
3. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
4. Six additional courses, including one semester course from four of the following five areas:
  - a. Medieval or Renaissance;
  - b. British or American from 1600 to 1830;
  - c. British or American from 1830 to 1914;
  - d. British, American, or Commonwealth since 1914;
  - e. Writing, History of the Language, or Critical Theory.

Up to two courses in film, a foreign literature, or in dramatic literature offered through the Theatre Department may count toward the major.

Only one colloquium may count toward the major. English 101 may not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

Majors from earlier classes may adopt the new major (above) or follow the old rules:

1. 200d or GLT 291d;
2. semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
3. eight additional courses including
  - a. one further course in Medieval or Renaissance literature (214, 215, 216, [220], 222, 223, 224, [225], 226, 228)
  - b. one further course in Augustan or Romantic literature ([232], 234, 238, 242, 372)

Students who take both survey courses (200d and GLT 291d) may omit the historical requirements 3a and 3b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (280, 282, 284), but not more than a total of three such courses. English 101 does not count toward the major.

Students may count no more than a total of two courses from the following toward an English major: courses in a foreign literature; upper-level film courses taught in a literature department (including the English department).

No courses counting toward the major may be taken for an S/U grade.

## The Minor

**Advisers:** Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291d; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

## Honors

**Director:** for the Class of 1995, Gillian Kendall.

### 430d Thesis

8 credits

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

## Graduate

### 580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the Chair.  
4 credits

### 580b Graduate Special Studies

4 credits

### 580d Graduate Special Studies

8 credits



# Ethics

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## Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*  
Myron Peretz Glazer, Professor of Sociology  
\*\*Malcolm B.E. Smith, Professor of Philosophy  
Elizabeth V. Spelman, Professor of Philosophy  
Kathryn Pyne Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 235b	Morality, Politics and the Law
[PHI 245a	Philosophy of Law: Property]
[PHI 304b	Colloquium in Applied Ethics]
REL 250a	Social Ethics I
REL 251b	Social Ethics II
REL 353a	Seminar: Medical Ethics
REL 354b	Seminar: Business Ethics
[SOC 211a	Ethical Issues in Social Organizations]

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

# Exercise and Sport Studies

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## Professors

Donald Steven Siegel, Ed.D.  
James H. Johnson, Ph.D.

## Associate Professor

Barbara Brehm-Curtis, Ed.D., *Chair*

## Assistant Professor

Christine M. Shelton, M.S.

## Lecturers

James Babyak, M.A.  
Donna Betancourt  
Kim Bierwert, B.A.  
Jacqueline Blei, M.S.  
Crane W. Cesario  
Richard Cesario  
Carla Coffey, M.A.  
Christine Davis, M.S.

Louise Goodrum, M.S.  
Bonnie May, M.S.  
Deborah Neubauer, B.S.  
Mary O'Carroll, M.S.  
Lynn Oberbillig, M.B.A.  
Kathy Saltis, B.A.  
David Stillman  
Judy Strong, B.S.

## Teaching Fellows

John Drew, B.A.  
Gretchen Haase, B.A.  
Melissa Hart, B.A.  
Sarah Hurst, B.A.  
Vikki Lenhart, B.A.  
Stacy McWilliams, B.S.  
Adrienne Shibles, B.A.  
Kristin Straub, B.A.

## Theory Courses

### 100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history, sport psychology and sociology, exercise physiology and biomechanics and health behavior.

4 credits

*James Johnson, Christine Shelton, Christine Davis*

M W F 10-10:50 a.m.

### [130b Stress Management]

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. Offered in alternate years. To be offered in 1995-96.

1 credit

### [140b Health Behavior]

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response and physical activity interact with the physiological processes of health, disease and aging.

To be offered in 1995-96. [N]

4 credits

### [150a Nutrition and Health]

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight

control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. To be offered in 1995-96. [N]  
4 credits

### 175j Applied Exercise Science

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E) [N]  
2 credits

*James Johnson*

M T W Th F 9-11 a.m. during January 1995  
Interterm 1/2-20/95

### 200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. [H/S]  
4 credits

*Donald Siegel and Christine Shelton*

T Th 10:30-11:50 a.m.

### IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. In addition to biological aspects, social, ethical and political aspects of these topics will be considered. Not open to first-year students. [N]  
4 credits

*Leslie Jaffe (Biology), Barbara Brehm-Curtis*  
T Th 10:30-11:50 a.m.

### [210a Kinesiology]

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. To be offered in fall 1995-96. [N]  
4 credits

### 215a Physiology of Exercise

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. [N]  
4 credits

*James Johnson*

M W F 11 a.m.-12:10 p.m.; lab W 1:10-3 p.m.

### 220b Psychology of Sport

An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. Offered in alternate years. [S]  
4 credits

*Donald Siegel*

M W F 11-11:50 a.m.

### 340b Current Research in Health Science

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. [N]  
4 credits

*Barbara Brehm-Curtis*

T 1-2:50 p.m.

### 400b Special Studies

1 to 4 credits

### 404a Special Studies

4 credits

*Members of the Department*

### 404b Special Studies

4 credits

## Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion.



In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

### **910a Aerobic Dance**

Choreographed dance routines to music.

1 credit

*To be announced*

T Th 3-3:50 p.m.

### **910b Aerobic Dance**

A repetition of 910a.

1 credit

*Barbara Brehm-Curtis*

T Th 3-3:50 p.m.

### **[915a Badminton]**

The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16.

1 credit

### **915b Badminton**

A repetition of 915a.

1 credit

*Stacy McWilliams*

M W 2-2:50 p.m.

### **[915j Badminton]**

1 credit

### **920a Bicycling**

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle.

1 credit

*Kristin Straub*

T Th 1-2:50 p.m.

### **925a Canoeing**

An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. This class meets for the first eight weeks of the fall semester. Prerequisite: satisfactory swimming skills. Enrollment limited to 12.

1 credit

*James Johnson*

a: T 3-4:50 p.m.

b: Th 3-4:50 p.m.

### **926b Canoeing**

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring and meets for the last six weeks of the spring semester. The primary emphasis is on tandem canoeing on Class I and II rivers. Secondary emphasis is on solo canoeing and running Class III rivers. Prerequisite: 925a or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 12.

1 credit

*James Johnson*

a: M 1:10-4 p.m.

b: F 1:10-4 p.m.

### **927b Emergency Care**

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid and CPR.

2 credits

*Louise Goodrum*

T Th 9-10:20 a.m. and lab to be arranged.

### **928a Beginner/Low Intermediate Equitation**

A course to include basic skills in hunter seat equitation and dressage from the beginner to low intermediate level.

1 credit

*Suzanne Payne*

To be arranged

### **928b Beginner/Low Intermediate Equitation**

A repetition of 927a.

1 credit

*Suzanne Payne*

To be arranged

### **929a Intermediate/Advanced Equitation**

A course to include basic skills in hunter seat equitation on the flat and over fences from the intermediate to advanced level. Prerequisite: 927, or permission of the instructor.

1 credit

*Suzanne Payne*

To be arranged

**929b Intermediate/Advanced Equitation**

A repetition of 928a.

1 credit

*Suzanne Payne*

To be arranged

**930a Fencing (Beginning)**

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20.

1 credit

*Jacqueline Blei*

a: T Th 9-9:50 a.m.

b: T Th 10:30-11:20 a.m.

**930b Fencing (Beginning)**

A repetition of 930a.

1 credit

*Jacqueline Blei*

a: T Th 9-9:50 a.m.

b: T Th 10:30-11:20 a.m.

**[932b Fencing (Intermediate)]**

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 930a or b or permission of the instructor. Enrollment limited to 16. To be offered in spring 1995-96.

1 credit

**933a Beginning Golf**

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Class will meet three times a week for the first seven weeks of the semester at the Smith College campus. Field trips to the golf course and driving range may be scheduled. Equipment is provided.

1 credit

a: *James Babyak*, M W F 11 a.m.-12 noon

b: *Vikki Lenhart*, M W F 1:10-2:10 p.m.

**933b Beginning Golf**

A repetition of 933a.

1 credit

a: *James Babyak*, M W F 11 a.m.-12 noon

b: *Vikki Lenhart*, M W F 1:10-2:10 p.m.

**935a Outdoor Skills I**

Fundamentals of outdoor travel by canoe and

foot. Emphasis on technique, conditioning, safety, nutritional requirements and planning. Students should plan to make one or two weekend trips. Enrollment limited to 14.

2 credits

*Kathy Saults*

W 1:10-3 p.m.

**935b Outdoor Skills I**

A repetition of 935a.

2 credits

*Adrienne Shibbes*

W 1:10-3 p.m.

**940a Physical Conditioning**

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20 per section.

1 credit

a: *Gretchen Haase*, M W 2:40-3:40 p.m.

b: *Adrienne Shibbes*, T Th 3-4 p.m.

**940b Physical Conditioning**

A repetition of 940a.

1 credit

a: *Kristin Straub*, M W 2:40-3:40 p.m.

b: *Adrienne Shibbes*, T Th 3-4 p.m.

**945a Rowing**

An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 12.

1 credit

*Gretchen Haase*

a: M W 1:10-2:30 p.m.

b: T Th 1-2:20 p.m.

Fall: course will meet first eight weeks of the first semester.

**945b Rowing**

A repetition of 945a.

1 credit

*Gretchen Haase*

a: M W F 11 a.m.-12:10 p.m.

b: M W F 1:10-2:10 p.m.

Spring: course will meet final six weeks of the spring semester.

**950a Self-Defense**

Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness

training, date rape and personal defense weapons. Enrollment limited to 25.

1 credit

a: *Donna Betancourt*, T Th 9-9:50 a.m.

b: *Crane Cesario*, W 7:30-9:30 p.m.

c: *To be announced*, Th 7:30-9:30 p.m.

### 950b Self-Defense

A repetition of 950a.

1 credit

*Donna Betancourt*

T Th 9-9:50 a.m.

### 950j Self-Defense

1 credit

*Crane Cesario*

To be arranged

### 952b Self-Defense II

Further development of self-confidence and skills learned in 950a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 950a or b, or permission of the instructor. Enrollment limited to 25.

1 credit

*Crane Cesario*

W 7:30-9:30 p.m.

### 955a Self-Paced Fitness

Introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. This course is appropriate for students with mobility impairment or other disabilities. Enrollment limited to 20.

1 credit

*Carla Coffey*

T 10:30-11:50 a.m.

### 955b Self-Paced Fitness

A repetition of 955a.

1 credit

*Carla Coffey*

T 10:30-11:50 a.m.

### 960a Squash (Beginning)

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12.

1 credit

a: *Bonnie May*, M W 11-11:50 a.m.

b: *Donald Siegel*, T Th 2-2:50 p.m.

### 960b Squash (Beginning)

A repetition of 960a. Enrollment limited to 12.

1 credit

a: *Bonnie May*, M W 11-11:50 a.m.

b: *To be announced*, T Th 2-2:50 p.m.

### [960j Squash (Beginning)]

1 credit

### [962a Squash (Intermediate)]

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 12.

1 credit

### 962b Squash (Intermediate)

A repetition of 962a. Enrollment limited to 12.

1 credit

*Donald Siegel*

T Th 1-1:50 p.m.

### 970a Swimming (Beginning)

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. Limited to 12 novice or non-swimmers.

1 credit

*Stacy McWilliams*

T Th 2-2:50 p.m.

### 970b Swimming (Beginning)

A repetition of 970a.

1 credit

*Stacy McWilliams*

T Th 2-2:50 p.m.

### 972a Swimming (Intermediate)

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18.

1 credit

*Stacy McWilliams*

M W 11-11:50 a.m.



**972b Swimming (Intermediate)**

A repetition of 972a.

1 credit

*Stacy McWilliams*

M W 11-11:50 a.m.

**975a Springboard Diving**

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

**975b Springboard Diving**

A repetition of 975a. Enrollment limited to eight.

1 credit

*Kim Bierwert*

M W 2:40-3:30 p.m.

**976a SCUBA Diving**

The use and care of equipment, safety and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the department. Enrollment limited to 16.

1 credit

*David Stillman*

W 7:30-10 p.m.

**976b SCUBA Diving**

A repetition of 976a.

1 credit

*David Stillman*

W 7:30-10 p.m.

**[977a Synchronized Swimming]**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts and choreography of swimming routines.

1 credit

**978a Lifeguard Training**

Provides training in aquatic rescue and lifeguarding skills. American Red Cross certification upon successful completion of course and ARC First Aid and Adult CPR. Prerequisites: Advanced swimming skills: crawl stroke, elementary backstroke, sidestroke, breaststroke, tread water and surface dive. Enrollment limited to 12.

2 credits

*Vikki Lenhart*

T Th 10:30-11:50 a.m.

**978b Lifeguard Training**

A repetition of 978a.

2 credits

*Vikki Lenhart*

T Th 10:30-11:50 a.m.

**979b Water Safety Instructor**

Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Current ARC Lifeguard Training, ARC Emergency Water Safety Certificate or equivalent rescue and safety skill proficiency, and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 15.

2 credits

*Kim Bierwert*

T Th 9-10:20 a.m.

**980a Tai Chi**

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20.

1 credit

*Richard Cesario*

T Th 8-8:50 a.m.

**981a Tennis (Beginning)**

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section.

1 credit

a: *Kristin Straub*, M W 8-8:50 a.m.

b: *Judy Strong*, M W 10-10:50 a.m.

c: *Kristin Straub*, M W 1:30-2:20 p.m.

d: *Sarah Hurst*, T Th 2-2:50 p.m.

**981b Tennis (Beginning)**

A repetition of 981a.

1 credit

a: *Sarah Hurst*, M W 8-8:50 a.m.

b: *Judy Strong*, M W 10-10:50 a.m.

c: *Kristin Straub*, T Th 8-8:50 a.m.

d: *Sarah Hurst*, T Th 10:30-11:20 a.m.

e: *Sarah Hurst*, T Th 2-2:50 p.m.

**982a Tennis (Intermediate)**

The development of stroke production, shot direction and singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 16 per section.

1 credit

a: *Donald Siegel*, M W 11–11:50 a.m.

b: *Sarah Hurst*, M W 2:40–3:30 p.m.

c: *Christine Shelton*, T Th 3–3:50 p.m.

**982b Tennis (Intermediate)**

A repetition of 982a.

1 credit

a: *Christine Davis*, M W 11–11:50 a.m.

b: *Donald Siegel*, M W 1:30–2:20 p.m.

c: *Christine Shelton*, M W 2:40–3:30 p.m.

**[985a Tennis (Advanced)]**

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 16.

1 credit

**985b Tennis (Advanced)**

A repetition of 985a.

1 credit

*Christine Shelton*

T Th 3–3:50 p.m.

**990a Yoga**

Yoga postures, breathing and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances. Enrollment limited to 20.

1 credit

*Deborah Neubauer*

a: Th 1–2:50 p.m.

b: Th 3–4:50 p.m.

**990b Yoga**

A repetition of 990a.

1 credit

*Deborah Neubauer*

Th 1–2:50 p.m.

**992b Yoga (Experienced)**

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 990. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 990. Enrollment limited to 20.

1 credit

*Deborah Neubauer*

Th 3–4:50 p.m.

**Performance Courses—  
Noncredit****X10 Aerobic Dance**

fall a: M W 7:30–8:20 p.m.

b: T Th 5–5:50 p.m.

spring a: M W 7:30–8:20 p.m.

b: T Th 7:30–8:20 p.m.

**Riding**

Noncredit riding instruction and participation in competitive riding are available at Smith College. The courses of instruction offered each year include Beginning, Intermediate and Advanced Equitation; Beginning, Intermediate and Advanced Equitation over Fences; and Dressage. A fee is charged for these courses. Further information may be obtained from the Smith College Riding Stables, extension 2734.

**The Minor in Exercise and  
Sport Studies**

**Adviser:** James Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance course credits. Course selection for the minor must be approved by a faculty adviser.

**Graduate Courses**

**Adviser:** Donald Siegel.

**[501a Seminar in Administration of  
Athletic Teams]**

The administration of sport and athletic teams is the major focus of this course. Emphasis is on administrative theory as applied to coaching. Limited to those enrolled in ESS

505 and 506. To be offered in 1995-96.  
2 credits

### **[502b Seminar in Philosophy and Ethics of Coaching]**

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches. To be offered in 1995-96.  
2 credits

### **503a Seminar in Sport Pedagogy and Coaching Behavior**

Examines the styles and methods of teaching and coaching sports. The course focuses on how to organize the sport season, sequence specific sport skills, provide effective feedback, demonstrate and introduce new skills and provide effective verbal cues in coaching.  
2 credits  
*Christine Shelton*  
To be arranged

### **504b Current Issues in Coaching**

This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor.  
2 credits  
*Christine Shelton*  
To be arranged

### **505a Theoretical and Practical Foundations of Coaching**

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids.  
2 credits  
*Christine Shelton*  
To be arranged

### **505b Theoretical and Practical Foundations of Coaching**

A repetition of 505a.  
2 credits  
*Christine Shelton*  
To be arranged

### **506a Advanced Practicum in Coaching**

Independent coaching and the study of ad-

vanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b.  
2 credits  
*Christine Shelton*  
To be arranged

### **506b Advanced Practicum in Coaching**

A repetition of 506a.  
2 credits  
*Christine Shelton*  
To be arranged

### **[510b The Anatomical and Mechanical Analysis of Movement]**

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or bio mechanics. To be offered in 1995-96. {N}  
4 credits

### **515b Exercise Physiology**

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. {N}  
4 credits  
*James Johnson*  
T Th 9-10:20 a.m.

### **530a Research and Statistical Methods for Exercise and Sport Studies**

Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. {M}  
4 credits  
*Barbara Brehm-Curtis*  
T Th 9-10:20 a.m.

### **[540b Microcomputers in Exercise and Sport Studies]**

Examination of computer utilization in the organization and administration of physical activity programs. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs. {M}  
4 credits

### **[550a Women In Sport]**

A course documenting the role of women in sport as parallel and complementary to



women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. To be offered in 1995-96. [S]

4 credits

### **560a Supervised Teaching in Physical Education**

Individually arranged.

4 credits

### **560b Supervised Teaching in Physical Education**

A repetition of 560a.

4 credits

### **565a Seminar in Skill Acquisition and Performance**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. [N]

4 credits

*Donald Siegel*

W 9-10:50 a.m.

### **[570a Seminar in Sport Psychology]**

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research. To be offered in 1995-96. [S]

4 credits

### **575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury**

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. [N]

4 credits

*Mary O'Carroll*

M W 9-9:50 a.m., F 8-9:50 a.m.

### **580a Special Studies**

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

### **580b Special Studies**

4 credits

### **590a Thesis**

4 credits

*Members of the Department*

### **590b Thesis**

4 credits

### **590d Thesis**

8 credits

# Film Studies

## Assistant Professors

Deborah Linderman, Ph.D. (English Language and Literature and Film Studies), *Director*  
 Norman Cowie, M.F.A. (Visiting Assistant Professor of Film/Video at the University of Massachusetts under the Five College Program)

## Lecturer

Justin West, M.F.A.

## Advisers

Hans R. Vaget, Professor of German Language and Literature and of Comparative Literature  
 †Dean Flower, Professor of English Language and Literature  
 Barbara Kellum, Associate Professor of Art  
 Deborah Linderman, Assistant Professor of English Language and Literature and of Film Studies

## 200a Introduction to Film Studies

Examining the structural attributes of narrative cinema, this course will focus on the dominant model elaborated within the American studio system, although there will also be exploration of alternatives to that model. The course will stress investigation of the various ways in which contemporary theories—psychoanalysis, linguistics, feminist and ideological analysis—have been applied to cinematic representation. Film has been a particularly productive site for semiotic analysis because it activates different types of signs (image, voice, music, text, etc.) and because the cinema is a social institution with significant ideological effects. Students will be asked to confront individual films with the theoretical frameworks through close analysis. Screening fee. **[A]**  
 4 credits

*Deborah Linderman*

W F 1:10–2:30 p.m.; screening times Th 7:30–9:30 p.m. and to be arranged

## [GER 228b The New German Cinema]

## GER 229b Classic German Cinema (1919–1931): From *Caligari* to *M*

4 credits

*Robert Davis*

W F 1:10–2:30 p.m.; screening M W 7:30–9:30 p.m.

## [231b Great Directors]

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. **[A]**

4 credits

## [241a Genre/Period]

To be offered in 1995–96.

4 credits

## FRN 244b Studies in Genres: French Cinema

4 credits

*David Ball*

M W F 10–10:50 a.m.; viewing W 7:30–9:30 p.m., Th 3–4:50 p.m.

## 281a Video Field Production

An introduction to video production which offers a solid technical grounding in camera-work, editing, building pictorial continuity and developing a narrative, with emphasis on awareness of the relations between form and content. Class work will involve individual and group production, as well as discussion and critique. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to 16. **[A]**

4 credits

*Justin West*

M W 7:30–9:30 p.m.

**291b Experimental Narrative**

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of “counter-narrative” projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in photography, film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor’s permission required. Enrollment limited to 16. Screening fee. (E) **[A]**

4 credits

*Norman Cowie*

To be arranged

**ARH 292b Film and Art History (C)**

Topic for 1994-95: En-gendering Stardom: The Construction of Female Personas in Hollywood Film.

4 credits

*Barbara Kellum*

T Th 9-10:20 a.m.; film M 7-9 p.m.

**349a Women and Cinematic Representation**

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification with patriarchy’s dominant images, of the possibility of production of counter-images and finally of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in film studies. Screening fee. **[A]**

4 credits

*Deborah Linderman*

T 1-2:50 p.m.; screening times M W 7:30-9:30 p.m.

**350b Questions of Cinema**

Topic for 1994-95: Inventing the Feature Film. This is a historical course in “early cinema.” It will start in the 1890s, tracing the history of film through works of Edison, Lumiere, Melies, Porter, Griffith, etc., and end in the 1920s with some classical pre-sound

“feature” films of, e.g., Cecil B. DeMille, Thomas Ince and Maurice Tourneur. It returns to what some have called the Edenic period of the cinema, before the evolution of the kind of cinematic codes that work to manipulate the spectator. We will be concerned with the unique aesthetic of these films, with the way they address the spectator, with how space and time are used in them to build noncontinuity, discontinuity and finally continuity, with their processes of imaging and narrativizing, and not the least with their conditions of exhibition and their status as commodities in a complex, high-powered “industry.” Screening fee. **[A]**

4 credits

*Deborah Linderman*

M W 2:40-4 p.m.; screening times to be arranged

**[351a Film Theory]**

This course will survey various topics in both classical and contemporary film theory. On the one hand, we will engage with Eisensteinian problems of montage, Bazinian notions of the long take and Kracauer’s concept of a national cinema. On the other hand, we will deal with some of the debates current over such things as spectator positioning, mechanical reproduction of art forms, feminist cinema, narrativization of images, a materialist avant-garde cinema and Gilles Deleuze’s work on time/movement concepts. There will be weekly screenings of films related to the theoretical issues. Screening fee. Fulfills film theory requirement for the minor. **[A]**

4 credits

**361b Semiotic Perspectives for the Cinema**

Semiotics is the study of how meaning is produced, transmitted, circulated and received within culture. This course will offer an introduction to the basic concepts of semiotics and the work of major thinkers in the field. Readings are heavily theoretical and are drawn from areas of linguistics, psychoanalysis, anthropology, feminism and literary and ideological analysis. The emphasis will fall on a reading of a select number of key texts by Saussure, Freud and Marx, and their subsequent re-reading by Barthes, Lévi-Strauss, Lacan, Althusser, Foucault, Irigaray and others. Biweekly films will provide supplements and alternative textual instances. Admission by permission of the in-



structor. Screening fee. Fulfills film theory requirement for the minor. **[A]**

4 credits

*Deborah Linderman*

Th 3-4:50 p.m.; screening times W 7:30-9:30 p.m. and Th 7:30-9:30 p.m.

FLS 361b

Semiotic Perspectives for the Cinema

FRN 244b

French Cinema

GER 229b

Classic German Cinema

GOV 366a

Ideology, Culture and Politics

[ITL 342a

Italian Cinema]

### **GOV 366a Seminar: Ideology, Culture and Politics**

4 credits

*Philip Green*

Th 3-4:50 p.m.; screening times T 3-4:50 p.m. and W 7:30-10 p.m.

### **404a Special Studies**

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

8 credits

## **The Minor**

**Adviser:** Deborah Linderman (English Language and Literature and Film Studies).

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a Introduction to Film Studies  
[FLS 351a Film Theory]

Electives:

ART 292b Film and Art History  
[FLS 231b Great Directors]  
[FLS 241a Genre/Period]  
FLS 281a Video Field Production  
FLS 349a Women and Cinematic Representation  
FLS 350b Questions of Cinema

## Foreign Language Literature Courses in Translation

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pp. 89-91 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 227a	Classical Mythology	EAL/JPN 260b	Modern Japanese Literature in Translation
CLS 228a	The Tragic View	EAL/JPN 360a	Seminar: Images of Women in Japanese Literature
CLS 230b	The Historical Imagination	EAL/KOR 230a	Modern and Classical Korean Literature
CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture	GER 227b	Topics in German Literature: America and the Germans
[EAL/CHI 241a	The Chinese Literary Tradition: From Early Times to the T'ang]	GER 288a	German Culture and Society: 1870 to the Present
EAL/CHI 242b	The Chinese Literary Tradition: T'ang to the Ch'ing	RUS 126a	Readings in 19th-Century Russian Literature
EAL/CHI 260a	Modern Chinese Literature	RUS 126b	Readings in 20th-Century Russian Literature
[EAL/JPN 230b	Japanese Language and Culture]	RUS 235a	Tolstoy
[EAL/JPN 250a	Classical Japanese Literature in Translation]	RUS 235b	Dostoevsky
		[RUS 236b	Russian Drama]
		[RUS 237a	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i> ]
		[RUS 239a	Major Russian Writers]

# French Language and Literature

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## Professors

Marie-José Madeleine Delage, Lic. ès L.,  
D.E.S., Docteur en Histoire

\*\*Patricia Weed, Ph.D.

†Lawrence Alexander Joseph, Ph.D.

§James J. Sacré, Ph.D.

David R. Ball, Lic. ès L., Docteur en  
Littérature Générale et Comparée (French  
Language and Literature and Comparative  
Literature)

Marilyn Schuster, Ph.D. (French Language  
and Literature and Women's Studies).  
*Chair*

Mary Ellen Birkett, Ph.D.

## Associate Professors

\*Ann Leone, Ph.D.

Martine Gantrel, Agrégée de l'Université,  
Docteur de Troisième Cycle en Littérature  
Française

§Denise Rochat, Ph.D.

Eglal Doss-Quinby, Ph.D.

†Janie Vanpée, Ph.D.

## Assistant Professor

Leyla Ezdinli, Ph.D.

## Lecturers

Nicole Ball, C.A.P.E.S. de Lettres Modernes

Christine Cano, M.Phil.

Maureen Gillespie, M.A.

## Visiting Lecturer from the École Normale in Paris

Dinah Ribard, Agrégée de l'Université

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Normally, students going on JYA to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above. Qualified students may apply for residence in La Maison Française, Dawes House.

## Language

Credit is not granted for the first semester only of an introductory language course.

### 101d Accelerated Beginning French

This course replaces 100d and 110d.

An accelerated introduction to spoken and written French in which students develop oral proficiency, read French and Francophone texts and write. Through the study of videos, recordings, French TV and, eventually, poems and short stories, students gain an appreciation of French culture and patterns of thought as they develop fluency in the language. Students go on to French 220 or 230 and may become eligible for study in Paris or Geneva their junior year. Class meetings four days a week and daily work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 16 per section. **[F]**  
10 credits



Sec. A: *Nicole Ball*, M T W F 8-8:50 a.m.; Sec. B: *Eglal Doss-Quinby*, M W F 9-9:50 a.m., Th 8-8:50 a.m.; Sec. C: *Mary Ellen Birkett*, W F 10-10:50 a.m., T Th 10:30-11:20 a.m.; Sec. D: *Christine Cano*, W F 10-10:50 a.m., T Th 10:30-11:20 a.m.

### 120a Low Intermediate French

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to reading short texts and developing writing skills. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 100d, 101d, or 110d. Four class hours per week plus laboratory. Enrollment limited to 16 per section. {F}

4 credits

*Dinah Ribard*, M W F 9-9:50 a.m., Th 8-8:50 a.m.

*Nicole Ball*, M W F 11 a.m.-12:10 p.m.

*Nicole Ball*, M W F 1:10-2:30 p.m.

### 220a Intermediate French

Comprehensive grammar review through weekly practice in writing and class discussion. Texts will include a short movie, a play and a novel. Prerequisite: three or four years of high school French, 100d, 101d, 110d, 120 or permission of the department. {F}

4 credits

*Mary Ellen Birkett*, M W F 9-9:50 a.m.

*Maureen Gillespie*, M W F 10-10:50 a.m.

*Maureen Gillespie*, M W F 1:10-2 p.m.

*Martine Gantrel*, T Th 9-10:20 a.m.

*Martine Gantrel*, T Th 10:30-11:50 a.m.

### 220b Intermediate French

A repetition of 220a. {F}

4 credits

*Dinah Ribard*, M W F 10-10:50 a.m.

*Ann Leone*, M W F 11-11:50 a.m.

### 255j L'Argumentation orale

An immersion course in French oral expression in which students will be expected to spend three and a half hours a day in class plus some time in the laboratory studying and speaking French. The course will use authentic cultural materials—French television programs such as round table discussions, formal interviews, intellectual exchanges, documentary reporting and films that feature discussion, debate or conversation—to analyze how the French converse, argue, persuade, disagree and agree with one another. Students

will participate in a series of formal exercises, both oral and written, that will help them practice the techniques of argumentation, discussion and debate. Students will have the opportunity to participate in informal conversations, animated by the instructor and her guests, each day at lunch. Intensive phonetic practice. Prerequisites: one course above FRN 220 or permission of the instructor. Enrollment limited to 14. (E) {F}

4 credits

*Eglal Doss-Quinby*

M T W Th F 9-11 a.m. and 2:30-4 p.m. January 2 to January 20

### 300a Advanced Grammar and Composition

Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics; an initiation to the art of translation. Discussion and oral reports based on short texts and films. Open to juniors and seniors only or by permission of the instructor. Prerequisite: one course in French above 253/254 (240/241 prior to 1994-95). {F}

4 credits

*Patricia Weed*

M W F 10-10:50 a.m.

### 301b Advanced Composition

A continuation of 300a. Emphasis on vocabulary building and development of prose style through weekly compositions or oral presentations. Some text editing; prose style analysis of major authors or journalists. Continuation of phonetic practice. Occasional films and videos. Prerequisite: 300a or permission of the instructor. {F}

4 credits

*Maureen Gillespie*

M W F 10-10:50 a.m.

## Intermediate Courses in Literature and Culture

### [AAS 201b The Literature of French-Speaking African and Caribbean Peoples in Translation]

#### 230a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220 or per-

mission of the instructor. **{L/F}**

4 credits

### **A. Fantasy and Madness**

A study of the imagination, its powers and limits in the individual and society, its role in the literary tradition. Such authors as Maupassant, Supervielle, Giraudoux, Alain-Fournier. **{L/F}**

*Maureen Gillespie*

M W F 9-9:50 a.m.

### **B. Childhood and Self-Discovery**

An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 20th century French and Francophone authors such as Colette, Françoise Sagan, Alain Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. **{L/F}**

*Dinah Ribard*

M W F 11 a.m.-12:10 p.m.

### **C. Quest for Identity**

Readings in various genres. Such authors as Anouilh, Ionesco, Gide, Duras. **{L/F}**

*Laurence Joseph*

T Th 9-10:20 a.m.

### **230b Readings in Modern Literature**

4 credits

#### **A. Childhood and Self-Discovery**

A repetition of 230a B. **{L/F}**

*Christine Cano*

M W F 1:10-2 p.m.

#### **240a Topics in French and Francophone Literature and Culture**

(Formerly 230)

A study of literary and cultural topics through a variety of texts. A student may take only one section of 240. Prerequisite: 220, 230, or permission of the instructor.

4 credits

#### **A. Black Women Writers**

Images of slavery, sexuality and France in the works of contemporary Black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé and Simone Schwarz-Bart. **{L/F}**

*Leyla Ezdinli*

M W F 9-9:50 a.m.

#### **240b Topics in French and Francophone Literature and Culture**

4 credits

#### **A. Men and Women of Letters**

A combination of short literary pieces and personal letters by well-known 19th- and 20th-century authors. Emphasis will be placed on the relation of personal voice to literary style, and on that of the authors to their times. George Sand, Flaubert, Proust, Gide. **{L/F}**

*Martine Gantrel*

T Th 9-10:20 a.m.

#### **242a Studies in Genres**

(Formerly 238)

Topic for 1994-95: Comic Theatre. Readings may include medieval farces, as well as plays by Molière, Beaumarchais, Musset, Ionesco and Beckett, among others. Prerequisite: 220, 230, or permission of the instructor. **{L/F}**

4 credits

*Marie-José Delage*

M W F 10-10:50 a.m.

#### **244b Studies in Genres: French Cinema**

A survey of French Cinema from its beginnings with the Lumière screenings in 1895 to the present. The approach will be cultural and historical. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Attendance at both film showings is normally required. Prerequisite: 220, 230, or permission of the instructor. **{L/A/F}**

4 credits

*David Ball*

M W F 10-10:50 a.m.; viewing W 7:30-9:30 p.m., Th 3-4:50 p.m.

#### **251b Contemporary Culture: The French Press**

An examination of contemporary French culture in periodicals such as *Le Monde*, *L'Express*, *Le Nouvel Observateur* and others.

Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. Prerequisite: a course above 220 or permission of the instructor. **{S/F}**

4 credits

*Dinah Ribard*, M W F 9-9:50 a.m.; *Martine Gantrel*, T Th 10:30-11:50 a.m.

**253a Introduction to the Literature and Culture of France**

(Formerly 240a)

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **[L/S/F]**

4 credits

Lec. T 3-3:50 p.m.; *Marie-José Delage*, M W F 9-9:50 a.m.

**253b Introduction to the Literature and Culture of France**

(Formerly 240b)

A repetition of 253a. **[L/S/F]**

4 credits

Lec. T 4-4:50 p.m.; sect. *Maureen Gillespie*, M W F 9-9:50 a.m.; *Eglal Doss-Quinby*, T Th 9-10:20 a.m.

**254a Introduction to the Literature and Culture of France**

(Formerly 241a)

A study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **[L/S/F]**

4 credits

Lec. Th 4-4:50 p.m.; *Patricia Weed*, M W F 11-11:50 a.m.

**254b Introduction to the Literature and Culture of France**

(Formerly 241b)

A repetition of 254a. **[L/S/F]**

4 credits

Lec. T 3-3:50 p.m.; *Marie-José Delage*, T Th 1-2:20 p.m.

**260a Studies in Literary Forms: The Novel**

(Formerly 259a)

Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above 230 or permission of the instructor. **[L/F]**

4 credits

*David Ball*

M W F 1:10-2 p.m.

**260b Studies in Literary Forms: The Novel**

(Formerly 259b)

A repetition of 260a. **[L/F]**

4 credits

*Nicole Ball*

M W F 11 a.m.-12:10 p.m.

**261a Modern Life: The French Experience**

(Formerly 235)

An introduction to French culture. The course focuses on major historical, geographical and contemporary cultural realities and introduces basic concepts of the French perception of France. Emphasis on 20th-century France. Prerequisite: a course above 230 or permission of the instructor. **[S/F]**

4 credits

*Leyla Ezdinli*

M W F 11-11:50 a.m.

**CLT 265b Literature and the Holocaust**

4 credits

*David Ball*

M W F 11 a.m.-12:10 p.m.

**CLT 272b Women Writing: 20th-Century Fiction**

4 credits

*Leyla Ezdinli*

T Th 10:30-11:50 a.m.

**CLT 274b The Garden: Paradise and Battlefield**

4 credits

*Ann Leone*

T Th 9-10:20 a.m.

**[CLT 279b Women Writers of the Middle Ages]****Advanced Courses in Literature and Culture**

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

**CLT 305a Studies in the Novel**

Topic for 1994-95: Politics and the Novel

4 credits

*David Ball*

M W F 11-11:50 a.m.



### [310a French Literature of the Middle Ages]

Topic: Erotisme et Courtoisie. Through representative narrative and lyric texts, this course will explore the emergence, codification and eventual degradation of the concept of *fin'amors*, and oppose the courtly model of love to the eroticism characteristic of certain *genres popularisants*. (L/F)

4 credits

### 320a French Literature of the Renaissance

An introduction to the major authors of the 16th century, including Marguerite de Navarre, Rabelais, the poets of the Pléiade and Montaigne. (L/F)

4 credits

*Marie-José Delage*

M W F 1:10-2 p.m.

### [330a French Literature of the 17th Century]

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical aesthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing and rebellion against authority. (L/F)

4 credits

### 340b French Literature of the 18th Century

Topic for 1994-95: History of Ideas and Literary Forms. How did French philosophers and writers define the Enlightenment? How were new ideas (about happiness, freedom, equality, progress) developed and deployed? Can any of the new ideas of the Enlightenment be considered new today? What is the role of doubt in defining the Enlightenment? Works by Diderot, Montesquieu, Voltaire and Rousseau. (L/F)

4 credits

*Dinah Ribard*

M W F 1:10-2 p.m.

### 350b French Literature of the 19th Century I

The romantic revolution in the first half of the 19th century. Works by Rousseau, Chateaubriand, Hugo, Musset, Stendhal, Balzac and others. (L/F)

4 credits

*Mary Ellen Birkett*

M W F 11 a.m.-12:10 p.m.

### 355a French Literature of the 19th Century II

Fiction and poetry of the second half of the 19th century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism, naturalism and the scientific awakening, symbolism and decadence. (L/F)

4 credits

*Laurence Joseph*

T Th 10:30-11:50 a.m.

### 360a French Literature of the 20th Century

A study of 20th century writers, their place in the cultural debate about the relationship of literature to society and their response to cultural and social changes. Authors such as Proust, Gide, Giono and Yourcenar. (L/F)

4 credits

*Martine Gantrel*

T Th 1-2:50 p.m.

### [365b Francophone Literature]

A study of themes and forms of French literature outside of France in their cultural and historical contexts. Topic: French Canadian Women Writers. A study of fiction by some of French Canada's major writers such as Guèvremont, Roy, Blais, Hébert, Maillet. (L/F)

4 credits

### 380b Modern French Culture

Topic for 1994-95: The Belle Epoque. How did writers between 1885-1914 play with the notion that the end of one century and the beginning of the next must have a clear meaning for the arts and society? We will consider societal upheavals as context and inspiration for literary innovation, from Victor Hugo's funeral and the political farce of Boulangisme to the Dreyfus affair, the ballets russes and the fauvistes. We will read works by Apollinaire, Huysmans, Colette, Proust and others, as well as journals and newspaper articles of the period. (L/F)

4 credits

*Ann Leone*

M W F 10-10:50 a.m.

### 389b Integrating Course

A course for seniors designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography; economic and social evolution; Christian and humanistic traditions. (L/H/S/F)

4 credits

*Marie-José Delage*

T Th 10:30-11:50 a.m.

**404a Special Studies**

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**404b Special Studies**

4 credits

**Seminars**

Prerequisite: one course at the 300 level.

**390a Stylistics**

Composition, translations, analyses of various oral and written French styles. **[F]**

4 credits

*Patricia Weed*

T 1-2:50 p.m.

**391b Theme and Form in French Literature**

Topic for 1994-95: Medieval Lyric Poetry. Lyrics of the *troubadours* and *trouvères*, with special emphasis on the perspective offered by the feminine voice, followed by selected readings from representative poets of the 14th and 15th centuries including Charles d'Orléans, Christine de Pizan and François Villon. Attention to the emergence, codification and eventual degradation of the concept of *fin'amors*, or courtly love; the nature of poetic invention; the interplay of structural and rhetorical conventions. **[L/F]**

4 credits

*Eglal Doss-Quinby*

Th 1-2:50 p.m.

**[393a French Thought]**

**[L/F]**

4 credits

**[394a Studies in 19th-Century Literature]**

**[L/F]**

4 credits

**395b Studies in 20th-Century Literature**

Topic for 1994-95: Marguerite Duras and Monique Wittig: Contesting Sexuality and Textuality. We will study the fiction and films of Marguerite Duras and Monique Wittig, with an emphasis on the different ways they represent gender and sexuality. We will also pay special attention to the transformation (or subversion) of narrative conventions and

genres in their work. **[L/F]**

4 credits

*Marilyn Schuster*

T 3-4:50 p.m., Th 3-3:50 p.m.

**The Majors**

**Advisers:** Members of the Department.

**Study Abroad in Paris or Geneva****Advisers:**

Mary Ellen Birkett—Geneva

Marie-José Delage—Paris/Geneva

Patricia Weed—Paris

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above.

**French Language and Literature**

Requirements:

1. The basis for the French language and literature major: 253 or 254 [240 or 241 prior to 1994-95], or an equivalent accepted by the department;
2. Nine additional four-credit courses to be taken in the French department and distributed as follows:
  - a. 300a, followed by 301b;
  - b. a seminar in French language, literature, or culture, to be taken in the senior year;
  - c. six additional semester courses (200- or 300-level), of which four must be literature courses at the 300 level.

A major must take at least two courses in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Students majoring in French literature are encouraged to take CLT 300 Contemporary Literary Theory.

## French Studies

### Requirements:

1. The basis for the French Studies major: 253 or 254 [240 or 241 prior to 1994-95], or an equivalent accepted by the department.
2. Seven four-credit courses in the French department distributed as follows:
  - a. 300a, followed by 301b;
  - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
  - c. a 300-level course or a seminar in French language, literature, or culture to be taken in the senior year;
  - d. three additional four-credit courses in French literature or culture, of which two must be at the 300 level;
3. Two other four-credit courses chosen from the French department (200- or 300-level) or from appropriate offerings in other departments or Junior Year Abroad programs (a list is available annually from the department).

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

## Honors

**Director:** Martine Gantrel.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

**Requirements:** a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examina-

tion based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

## Graduate

**Adviser:** David Ball

### 580a Advanced Studies

Arranged in consultation with the department.

4 credits

### 580b Advanced Studies

4 credits

### 580d Advanced Studies

8 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits



# Geology

## Professors

H. Robert Burger, Ph.D., *Chair*

\*H. Allen Curran, Ph.D.

Brian White, Ph.D.

†John B. Brady, Ph.D.

Robert M. Newton, Ph.D.

## Lecturer

Ann Moss Burger, M.A.

## Research Associate

Casey Ravenhurst, Ph.D.

## Assistant Professor

Benjamin J. Greenstein, Ph.D.

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

### [105a Natural Disasters: Understanding and Coping]

An analysis of several types of hazards (earthquakes, volcanic eruptions, landslides, floods, meteorite impacts and severe weather), the current status of predicting disasters, how to minimize their impact, the effect of disasters on the course of human history and the record of past great disasters in myth and legend. Intended for nonscience majors. To be offered in 1995-96. [N]

4 credits

*Robert Burger*

### 108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. Enrollment limited to 60. [N]

4 credits

*Allen Curran*

M W F 9-9:50 a.m.; lab M 1:10-4 p.m. or T 1-3:50 p.m. or W 1:10-4 p.m. or Th 1-3:50 p.m.

### 109b The Environment

A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning. [N]

4 credits

*Robert Newton*

T Th 10:30-11:50 a.m.

### 111a Introduction to Earth History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. [N]

4 credits

*Benjamin Greenstein*

M W F 9-9:50 a.m.; lab T 1-3:50 p.m. or W 1:10-4 p.m. or Th 1-3:50 p.m.

**111b Introduction to Earth History**

A repetition of 111a. [N]

4 credits

*Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab M 1:10-4 p.m.  
or Th 1-3:50 p.m.

**221a Mineralogy**

Elements of crystallography and crystal chemistry; principles of optical mineralogy, x-ray diffraction and spectroscopy; identification and parageneses of the common rock-forming and minerals. Prerequisite: 111a or b, or 108b. Enrollment limited to 28. [N]

4 credits

*Shiela Seaman*

T Th 9-10:20 a.m.; lab T 1:10-4 p.m. or Th 1:10-4 p.m.

**222b Petrology**

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a. Enrollment limited to 28. [N]

4 credits

*John Cheney*

T Th 9-10:20 a.m.; lab Th 1:10-4 p.m.

**231a Invertebrate Paleontology and Paleocology**

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. Enrollment limited to 14. [N]

4 credits

*Benjamin Greenstein*

M W F 11 a.m.-12:10 p.m.; lab W 1:10-4 p.m.

**232a Sedimentology**

A study of modern sediments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisites: 111a or b, or 108b. Enrollment limited to 28. [N]

4 credits

*Brian White*

T Th 10:30-11:50 a.m.; lab T or Th 1:10-4 p.m.

**[235] Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]**

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications.

Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. To be offered in 1995-96. (E) [N]

1 credit

**241b Structural Geology**

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Prerequisite: 111a or b, or any 200-level geology course. Enrollment limited to 28. [N]

4 credits

*Robert Burger*

M W F 9-9:50 a.m.; lab T 1-4 p.m.

**251b Geomorphology**

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, or 108b. Enrollment limited to 28. [N]

4 credits

*Robert Newton*

M W F 10-10:50 a.m.; lab M 1:10-4 p.m.

**[270j Carbonate Systems and Coral Reefs of the Bahamas]**

A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small

group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. To be offered in 1995-96. [N]

4 credits

*Allen Curran, Brian White*

### **PPL 303b Seminar in Public Policy for Marine and Coastal Resources**

#### **309a Groundwater Geology**

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and methods of artificial recharge. Prerequisites: 111a or b and MTH 111a or b. Enrollment limited to 14. [N]

4 credits

*Robert Newton*

M W F 10-10:50 a.m.; lab M 1:10-4 p.m.

#### **311a Environmental Geophysics**

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level, and MTH 111a or b. Enrollment limited to 12. [N]

4 credits

*Robert Burger*

M W F 9-9:50 a.m.; lab M 1-4 p.m.

#### **334b Carbonate Sedimentology**

A detailed study of the formation, deposition, lithification and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite: 232a. Enrollment limited to 14. [N]

4 credits

*Brian White*

W 1:10-1 p.m., Th 7-10 p.m.

#### **361b Tectonics and Earth History**

A study of the interactions between global tectonic processes, continental growth and

evolution, the formation and destruction of marine basins and the history of life as revealed in the rocks and fossils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently. [N]

4 credits

*Benjamin Greenstein and Brian White*

T Th 10:30-11:50 a.m.

#### **400a Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

*Members of the Department*

#### **400b Advanced Work or Special Problems in Geology**

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## **The Major**

**Advisers:** for the class of 1995, Benjamin Greenstein; for the class of 1996, Robert Newton; for the class of 1997, Brian White; for the class of 1998, Allen Curran.

**Adviser for Study Abroad:** Brian White.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.



## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 231a, 232a, 251b, 361b, and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109b, 221a, 232a, and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

**Requirements:** six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Benjamin Greenstein.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

**Basis:** 111a or b, or 108b.

**Requirements:** seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

The department regularly sponsors an inter-term course in the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.

# German Studies

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## Professors

Hans Rudolf Vaget, Ph.D. (German Language and Literature and Comparative Literature)

†Jocelyne Kolb, Ph.D.

## Associate Professors

§Margaret Skiles Zelljadt, Ph.D.

Gertraud Gutzmann, Ph.D.

Joseph George McVeigh, Ph.D., *Chair*

## Assistant Professor

Sunka Simon, Ph.D.

## Lecturer

Ernestine Stieber, M.A.

## Lecturer and Director of the Center for Foreign Languages and Cultures

Robert Chapin Davis, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100d, 110d, 120a).

Students who plan to major in German Literature Studies or German Culture Studies or who wish to spend the junior year in Hamburg, Germany, should take German in the first two years. Courses in European history and in other literatures are also recommended.

## German Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice; simple written exercises and listening and reading comprehension. Emphasis on development of oral proficiency as well as

gradual acquisition of skills in reading and writing German. **{F}**

8 credits

*Ernestine Stieber*, M T W F 8–8:50 a.m.; *Joseph McVeigh*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

### 110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours. **{F}**

12 credits

*Sunka Simon*

M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

### 120a Intermediate German I

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: two entrance units or 100d. **{F}**

4 credits

*Joseph McVeigh*, M W F 11 a.m.–12:10 p.m.

*Gertraud Gutzmann*, M W F 1:10–2:20 p.m.

**220a Intermediate German II**

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a, or permission of the instructor. [F]  
4 credits

*Ernestine Stieber*

M W F 11 a.m.-12:10 p.m.

**220b Intermediate German II**

A repetition of 220a. [F]

4 credits

*Gertraud Gutzmann*

M W F 11 a.m.-12:10 p.m.

**221a Conversation and Composition**

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. [F]

4 credits

*Hans R. Vaegt*

M W F 1:10-2:30 p.m.

**221b Conversation and Composition**

A repetition of 221a. [F]

4 credits

*Gertraud Gutzmann*

M W F 1:10-2:30 p.m.

**340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor. [F]

4 credits

*Hans R. Vaegt*

M W F 11 a.m.-12:10 p.m.

**German Literature and Culture****225a Readings in German Literature**

An introduction to German literature with attention to literary form and literary analysis; designed to develop skills in oral expression and expository writing. Prerequisite: 221a or

b or permission of the instructor. [F]

4 credits

*Gertraud Gutzmann*

T Th 9-10:20 a.m.

**226b Readings in German Culture**

A survey of the cultural, social, economic and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the 19th century, the Wilhelminian Era, the Weimar Republic, the Third Reich, with a brief exploration of developments after 1945); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. Prerequisites: 221 or 225 or permission of the instructor. [L/F]

4 credits

*Michael Hayse*

M W F 1:10-2:30 p.m.

**301b Literary Forms and Genres**

The development of one of the major genres in its cultural context: poetry, drama (*Lustspiel*, *Trauerspiel*, *Geschichtsdrama*); narrative (*Novelle*, *Bildungsroman*, *Eheroman*, *Autobiographie*). Topic for 1994-95:

*Geschichtsdrama*. Representative examples of the genre from the 18th-20th centuries; the focus will be on the development of the genre and on the role of the individual in history. Schiller, Kleist, Büchner, Brecht, Dürrenmatt. Prerequisite: 225 or permission of the instructor. [L/F]

4 credits

*Hans Vaegt*

M W F 11 a.m.-12:10 p.m.

**[332a The Age of Goethe]**

The course will alternately concentrate on *Aufklärung*, *Sturm und Drang* and *Weimarer Klassik*. Topic for 1995-96: *Aufklärung*. To what extent are the ideas of this period the source and anticipation of many ideas we call "modern"? This question will arise repeatedly as we read texts principally by Lessing (*Nathan der Weise*, *Emilia Galotti*, *Minna von Barnhelm*, *Fabeln*, short pieces on philosophy and literary theory), augmented by writings of Johann Christoph Gottsched, Luise Gottsched, Kant, Sophie von La Roche and Wieland. Some time will also be devoted to the Enlightenment in other European countries. To be offered in 1995-96. [L/F]

4 credits



**[334b Romanticism]**

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of "folk" poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. To be offered in 1995-96. **[L/F]**  
4 credits

**335a Nineteenth-Century Literature**

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on movements such as Young Germany, Poetic Realism and Naturalism. A consideration of the following questions: political opposition and social commitment; the unsuccessful revolution of 1848; nationalism and unification. Representative texts by some of the major 19th-century figures will be studied in their literary and historical contexts. Heine, Büchner, Grillparzer, Droste-Hülshoff, Keller, Meyer, Raabe, Fontane, Nietzsche. **[L/F]**  
4 credits

*Hans R. Vaget*

M W 2:40-4 p.m.

**336b Twentieth-Century Literature**

Topic for 1994-95: The Early 20th Century. Continuity and innovation against the interruptions of recent German history. The course will address the modernism of Vienna around 1900, Expressionism and the Weimar Republic. Works by authors such as Schnitzler, Wedekind, Thomas and Heinrich Mann, Kafka, Fleitner, Lasker-Schüler. **[L/F]**  
4 credits

*Sigrid Lange*

T Th 10:30-11:50 a.m.

**351b Senior Seminar: Major Authors**

Topic for 1994-95: Goethe. Readings of representative texts by Goethe: poetry, drama, narrative, science, theory, letters, autobiography, travel, conversations. **[L/F]**  
4 credits

*Hans R. Vaget*

M W 1:10-2:50 p.m.

**404a Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department.  
4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**Courses in English****227b Topics in German Literature**

Topic for 1994-95: America and the Germans. This course will examine the bilateral influences of German culture in America and American culture in German-speaking lands with a particular focus on the last 150 years. After surveying patterns of German emigration to the U.S. between the 17th century and the post-World War II period, questions of cultural assimilation, cultural maintenance, ethnic identity among German-Americans and the changing image of Germany and German-Americans in the American media will be addressed. Also examined will be perceptions of America and American cultural influences in German-speaking lands in the 19th and 20th centuries. Knowledge of German not required. **[L/H]**

4 credits

*Joseph McVeigh*

T Th 10:30-11:50 a.m.

**[228b The New German Cinema]**

Representative films of the New German Cinema (1962-present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Kluge, Schlöndorff, Trotta, Wenders, Brückner, Sanders-Brahms. To be offered in 1995-96. **[A]**  
4 credits

**229b Classic German Cinema (1919-1931): From *Caligari* to *M***

A study of representative German films from Germany's "Golden Age" with emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; changing role of women; genesis of horror, action and utopian film; influence on New German Cinema and contemporary popular culture. Knowledge of film and of German is not required, although background in either would be useful. Films by Lang, Murnau, Pabst, Sternberg, Wegener

and Wiene. Opportunity to work in CFLAC with interactive video for sequence analysis and influence study projects. Screening fee

E) [H/A]

4 credits

*Robert Davis*

W F 1:10-2:30 p.m., screening M W 7:30-9:30 p.m.

### **288a German Culture and Society: 1870 to the Present**

A study of the social, political and cultural development of Germany since 1870, and in particular the role of literature, theatre, film, the press and popular culture. The course will address the emancipation of women, the Weimar Republic, the Holocaust and the division and unification of Germany since 1945.

[L/H]

4 credits

*Sunka Simon*

T Th 3-4:50 p.m.

### **CLT 251b Portraits of the Artist]**

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Wagner, Ibsen, DeVigny, Th. Mann, Kafka, Shaffer, Osborne and others.

4 credits

### **CLT 259a Realism**

[L]

4 credits

*Gertraud Gutzmann*

T Th 10:30-11:50 a.m.

### **CLT 361a The Faust Myth]**

### **CLT 375b The Fiction of Letters**

Works by "the Portuguese Nun," Samuel Richardson, Laclos, Goethe, Kafka, Manuel Puig, Alice Walker and Jacques Derrida. [L]

4 credits

*Sunka Simon*

T Th 3-4:50 p.m.

### **[FLS 231b Great Directors]**

### **[FLS 241a Genre/Period]**

## **The Major**

**Adviser:** Gertraud Gutzmann

**Adviser for Study Abroad:** Joseph McVeigh

The Department of German Studies offers two possible tracks within the major: German Literature Studies and German Culture Studies, with the following requirements

### **German Literature Studies**

This track requires nine courses above the basis of 220 (a or b) or the equivalent. The nine courses must include:

*two* of the following courses: 221 (a or b),

225a or 226b

*one* of the following courses in English: 227b,

[228b], 229b, 288a, [FLS 231b], [FLS 241a],

[CLT 251b], CLT 259a, [CLT 361a] or CLT

375b

*each* of the following courses: 301b, [332a],

[334b] or 335a, 336b, 340a, 351b

### **German Culture Studies**

This major requires 10 courses above the basis of 220 (a or b) or the equivalent. Three of the 10 required courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The three courses need not be from the same department, but must be related and must be approved by the major adviser in the Department of German Studies prior to enrollment in the course. The 10 courses must include:

*one* of the following courses: 221 (a or b) or

225a

226b

*one* of the following: 227b, [228b], 229b,

288a, [FLS 231b], [FLS 241a], [CLT 251b],

CLT 259a, [CLT 361a] or CLT 375b

*two* of the following: 301b, [332a], [334b],

335a or 336b

*each* of the following courses: 340a, 351b

*three* related courses above the 100 level from outside the Department, provided they have a substantial German component, and are selected in consultation with the Department's major adviser.

## **The Minor**

**Adviser:** Gertraud Gutzmann

### **German Literature Studies**

The minor in German Literature Studies requires six courses above the basis of 220 (a

or b) or the equivalent. The six courses must include:

*two* of the following courses: 221 (a or b),  
225a or 226b

*301b*

*two* of the following courses: [332a], [334b],  
335a, 336b, 340a or 351b

*one* of the following courses in English: 227b,  
[228b], 229b, 288a, [FLS 231b], [FLS 241a],  
[CLT 251b], [CLT 361a] or CLT 375b

## German Culture Studies

The minor in German Culture Studies requires six courses above the basis of 220 (a or b) or the equivalent. Two of the six required courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The outside courses need not be from the same department but they must be above the 100-level and must be approved by the minor adviser of the Department of German Studies prior to enrollment in the course. The six courses must include:

*one* of the following courses: 221 (a or b) or  
225a

*226b*

*one* of the following courses: 301b, [332a],  
[334b], 335a, 336b, 340a, 351b

*one* of the following courses: 227b, [228b],  
229b, 288a, [FLS 231b], [FLS 241a], [CLT  
251b], [CLT 361a] or CLT 375b

*two* related courses from outside the Department, provided they have a substantial German component, are above the 100-level, and are selected in consultation with the Department's minor adviser.

## Honors

**Director:** Joseph McVeigh.

### 430d Thesis

8 credits

Requirements: the same as for the major.



# Government

## Professors

<sup>\*</sup>Peter Niles Rowe, Ph.D.  
Philip Green, Ph.D.  
Donald Leonard Robinson, M.Div., Ph.D.  
Susan C. Bourque, Ph.D.  
†Steven Martin Goldstein, Ph.D.  
Donna Robinson Divine, Ph.D., *Chair*  
Martha A. Ackelsberg, Ph.D. (Government  
and Women's Studies)  
Donald C. Baumer, Ph.D.

## Associate Professors

<sup>\*</sup>Walter Morris-Hale, Ph.D.  
†Patrick Coby, Ph.D.  
Dennis Yasutomo, Ph.D.

## Adjunct Associate Professor

<sup>\*</sup>Robert Hauck, Ph.D.

## Assistant Professors

Howard Gold, Ph.D.  
Velma E. Garcia, Ph.D.  
<sup>\*</sup>Elizabeth Doherty, Ph.D.  
Gregory White, Ph.D.  
Luan Troxel, Ph.D.

## Instructor

Alice L. Hearst, J.D.

## Lecturers

<sup>\*</sup>Leo Weinstein, Ph.D.  
<sup>2</sup>Stanley Rothman, Ph.D.  
<sup>†</sup>John Garofano  
<sup>†</sup>Joan Landes

## Assistant in Social Sciences

Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

## 100d Introduction to Political Science

Students considering a government major are encouraged to take GOV 100 in their first or second year.

*First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course. [S]  
8 credits

*Martha Ackelsberg and Members of the Department*

Lec. T Th 11-11:50 a.m.; dis. Th 1-1:50 p.m.,  
Th 2-2:50 p.m., F 9-9:50 a.m., F 10-10:50  
a.m., F 11-11:50 a.m., F 1:10-2 p.m.

*Second semester:* A study of the ideas underlying the social sciences and the criticisms and

challenges mounted by Third World scholars and feminists.

*Donna Divine and Members of the Department*

Lec. T Th 11-11:50 a.m.; dis. Th 1-1:50 p.m.,  
Th 2-2:50 p.m., F 9-9:50 a.m., F 10-10:50  
a.m., F 11-11:50 a.m., F 1:10-2 p.m.

## 190a Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics and international relations. [S/M]

4 credits

*Howard Gold (Government), Molly Robinson (Social Sciences)*

M W 11 a.m.-12:10 p.m., lab to be arranged

## American Government

### 200b American Government

A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and their interaction in the determination of public policy. {S}

4 credits

*Donald Baumer*

M W F 9-9:50 a.m.

### 201a American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Suggested preparation: 200 or permission of the instructor. Not open to first-year students. {S}

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### 202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students. {S}

4 credits

*Alice Hearst*

T Th 9-10:20 a.m.

### [203a American Political Parties]

An examination of the contribution of parties to political representation and to the governing process. Opportunities for fieldwork, including participation in a local campaign. To be offered in 1995-96. {S}

4 credits

*Donald Robinson*

### 204a Urban Politics

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—

to affect the nature and structure of the communities in which they live. {S}

4 credits

*Martha Ackelsberg*

T Th 9-10:20 a.m.

### [205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1995-96. {S}

4 credits

*Martha Ackelsberg*

### 206b The American Presidency

An analysis of the executive power in the Constitution and of the changing character of the executive branch. {S}

4 credits

*Donald Robinson*

M W F 10-10:50 a.m.

### [207a Politics of Public Policy]

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. To be offered in 1995-96. {S}

4 credits

*Donald Baumer*

### 208a Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Students conduct election simulation. {S}

4 credits

*Howard Gold*

T Th 10:30-11:50 a.m.

### [209b Congress and the Legislative Process]

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. {S}

4 credits

**210b Public Opinion and Mass Media in the United States**

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. [S]

4 credits

*Howard Gold*

T Th 10:30-11:50 a.m.

**211b Gender and Politics**

The impact of sex on power and influence in American political life. Prerequisite: a prior 200-level course in American politics or permission of the instructor. Not open to first-year students. [S]

4 credits

*To be announced*

T Th 9-10:20 a.m.

**[215a The Politics of Advanced Industrial Society]**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. [S]

4 credits

**[216a Minority Politics]**

An examination of political issues facing the minority communities of American society. Topics include electoral politics, social movements and gender and class issues. To be offered in 1995-96. [S]

4 credits

*Velma Garcia*

**PPL 254b Agricultural and Public Policy in the United States**

4 credits

*Donald Baumer (Government), Philip Reid (Biology)*

M W F 11 a.m.-12:10 p.m.

**PPL 303b Seminar in Public Policy of Marine and Coastal Resources**

4 credits

*John Burk (Biological Sciences), Allen Curran (Geology)*

T 1-2:50 p.m.

**[PPL 304a Seminar in American Government: Science, Technology and Public Policy]**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management and environmental cancer. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors.

4 credits

**305a Seminar in American Government**

Topic for 1994-95: Law, Family and State.

Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state.

Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. [S]

4 credits

*Alice Hearst*

T 1-2:50 p.m.

**306a Seminar in American Government**

Topic for 1994-95: Presidential War Powers.

What did the framers intend? What has been the impact of changing circumstances? What does constitutionalism require? [S]

4 credits

*Donald Robinson*

M W 2:40-4 p.m.

**307b Seminar in American Government**

Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. [S]

4 credits

*Velma Garcia*

T 1-2:50 p.m.

**308a Seminar in American Government**

Topic for 1994-95: Policy-making in Congress. An examination of how the Congress



of the United States carries out its law-making functions. Few people in this country understand the workings of Congress well, and this seminar is designed to give students an in-depth look at how Congress operates. After examining the process of congressional policy-making, an effort will be made to assess the effectiveness of Congress in representing and serving the interests of the American public. Prerequisite: a 200-level course in American Government. [S]

1 credits

*Donald Baumer*

T 3-4:50 p.m.

### [309a Seminar in American Government]

Topic: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues and electoral politics. Special attention will be paid to changes during the Reagan years. To be offered in 1995-96. [S]

1 credits

*Howard Gold*

### 310b Seminar in American Government

Topic for 1994-95: Native Americans in American Law and Politics. This course examines the position of Native Americans in American legal and political thought, explores and critiques how the law has defined Native Americans and inquires into the kind of "space" that has been generated for Native Americans in that process. Materials for the course are drawn from both historical and contemporary sources, and have been written both by and about Native Americans. Permission of the instructor is required. [S]

1 credits

*Alice Hearst*

T 1-2:50 p.m.

### 311b Seminar in Urban Politics

Topic for 1994-95: To be announced.

1 credits

*Martha Ackelsberg*

T 3-4:50 p.m.

### 312b Seminar in American Government

Topic for 1994-95: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisan-

ship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. [S/M]

4 credits

*Howard Gold*

T 1-2:50 p.m.

### 411a Seminar in American Government

Policy-making in the national government.

Open only to members of the Semester-in-Washington Program. Given in Washington, D.C.

4 credits

*Robert Hauck*

### 412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program.

8 credits

*Donald Baumer*

## Comparative Government

### 221a The Politics of Western Europe

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation and contemporary political issues and developments. Countries covered include: Britain, France, Italy, Sweden and Germany. [S]

4 credits

*Luan Troxel*

M W F 10-10:50 a.m.

### 222b The Politics of Eastern Europe

An examination of East European politics. The course will briefly trace the development of the East European states from their places in multi-ethnic empires through their inclusion in the "Soviet Bloc" in order to understand the major political problems facing the polities today. Major issues include: the collapse of communism, the rise of nationalism, economic instability and newly forming elite-mass relationships. [S]

4 credits

*Luan Troxel*

M W F 11 a.m.-12:10 p.m.

### [223a Government and Politics of the Soviet Union and Its Successor States]

An examination of the revolutionary origins,

development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. To be offered in 1995-96. [S]

4 credits

*Steven Goldstein*

### [224a Government and Politics of the Middle East and North Africa]

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts and terrorism. To be offered in 1995-96. [S]

4 credits

*Donna Robinson Divine*

### 225a The Founding of Constitutional Systems

An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. [S]

4 credits

*Donald Robinson*

M W F 9-9:50 a.m.

### 226a Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. [S]

4 credits

*Karen Kampwirth*

T Th 9-10:20 a.m.

### [227a Government and Politics of Sub-Saharan Africa]

An introductory survey of political, economic and social factors. Traditional African government, colonial administration and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria and countries chosen by the students for their research projects. To be offered in 1995-96. [S]

4 credits

*Walter Morris-Hale*

### 228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. [S]

4 credits

*Dennis Yasutomo*

T Th 9-10:20 a.m.

### 229a Government and Politics of Israel

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel and the revival of the Hebrew language. [S]

4 credits

*Donna Robinson Divine*

T Th 10:30-11:50 a.m.

### [230b Government and Politics of China]

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation and patterns of party and state power. To be offered in 1995-96. [S]

4 credits

*Steven Goldstein*

### 231b Government and Plural Societies

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. [S]

4 credits

*Walter Morris-Hale*

T Th 10:30-11:50 a.m.

### [232b Politics and Society]

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan and selected Asian and/or Latin American Third World nations. Emphasis on the

interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. [S]

4 credits

### **233b Problems in Political Development**

Social change and political development in the Third World. [S]

4 credits

*Velma Garcia*

T Th 9-10:20 a.m.

### **321b Seminar in Comparative Government**

Topic for 1994-95: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required. [S]

4 credits

*Walter Morris-Hale*

T 3-4:50 p.m.

### **322a Seminar in Comparative Government**

Topic for 1994-95: Mexican Politics from 1910-Present. [S]

4 credits

*Velma Garcia*

T 1-2:50 p.m.

### **[323b Seminar in Comparative Government]**

Topic: Europe and World Politics. Europe's situation in contemporary international relations, from the post-war period through the Revolution, "beyond the Yalta" of 1989-90. European unification and European security are the two broad themes. Central issues are: the division and reunification of Europe; significance of the collapse of Communism; German unification and the new "German question"; development of the European Community. [S]

4 credits

### **[324a Seminar in Comparative Government]**

Topic: Gender, Education and Democracy in Latin America. The politics of gender, education and democratic transformation will be examined in a range of countries. Prerequisite: GOV 226a or the equivalent. To be offered in 1995-96. [S]

4 credits

### **[325a Seminar in Comparative Government]**

4 credits

### **333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism and alternatives to capitalism. [S]

4 credits

*Philip Green*

Th 3-4:50 p.m.

## **International Relations**

241a or b is suggested preparation for all other courses in this field.

### **241a International Politics**

An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations and the increasing prominence of global issues such as the environment, human rights and humanitarian aid. [S]

4 credits

*Gregory White*

M W F 9-9:50 a.m.

### **241b International Politics**

A repetition of 241a. [S]

4 credits

*Elizabeth Doberty*

M W 1:10-2:30 p.m.

### **242b The Politics of International Economic Relations**

An examination of the assumptions and logics of the liberal, economic nationalist, neo-Marxian and feminist perspectives for understanding the post World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony and the implications of the post-1989 "New World Order" for Third World development. [S]

4 credits

*Gregory White*

M W F 11 a.m.-12:10 p.m.

### **243a International Law**

The function of law in the international community, with special reference to its relation-



ship to politics and social change. Not open to first-year students. [S]

4 credits

*Peter Rowe*

M W F 11 a.m.-12:10 p.m.

**[244a Foreign Policy of the United States Since 1898]**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. [S]

4 credits

*Peter Rowe*

**245a Foreign Policy of the United States**

An examination of some of the decisions central to American foreign policy since World War II, including such case studies as the Korean and Vietnam wars, the Bay of Pigs and the Cuban missile crisis, Hiroshima and SALT II. In each case, policy issues and the bureaucratic and political processes that framed the issues are examined. [S]

4 credits

*John Garofano*

T Th 9-10:20 a.m.

**248b The Arab-Israeli Dispute**

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. [S]

4 credits

*Donna Robinson Divine*

T Th 9-10:20 a.m.

**[250a Case Studies in International Relations]**

The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. The course will focus on a number of cases in international relations, which will be studied intensively. To be taught largely through discussion. Recommended preparation: 241. Enrollment limited to 35. To be offered in 1995-96. (F) [S]

**[251a Problems of International Security]**

A survey of the emerging threats to interna-

tional peace and security in the post-Cold War era, and of methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peace keeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem and to write a term paper. [S]

4 credits

**EAS 275b Colloquium: Japan-United States Relations**

**[341b Seminar in International Politics]**

Topic: National Security in the New World Order. An examination of the theory, practice and possible limitations of the use of force in international relations. Topics include ethnic conflict, nationalism, terrorism, weapons proliferation and control, economic development and conflict and the role of international organizations in addressing these problems. [S]

4 credits

**342a Seminar in American Government and International Politics**

Studies in U.S. Foreign Policy: Congress v. the President. [S]

4 credits

*Peter Rowe*

M W 2:40-4 p.m.

**343b Seminar in International Politics**

Topic for 1994-95: The United States and Europe. [S]

4 credits

*Elizabeth Doherty*

W 7:30-9:30 p.m.

**[344b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. To be offered in 1995-96. [S]

4 credits

*Steven Goldstein*

**[345a Seminar in International Politics]**

Topic: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required. To be offered in 1995-96. [S]

4 credits

*Walter Morris-Hale*

**346a Seminar in International Politics**

Topic for 1994-95: Gender and Politics in Europe. An examination of gender and politics in East and West Europe. The course will compare the changing roles of women in East and West Europe and will examine the links between gender, power and public policy.

Prerequisite: either 221 or 222 or permission of the instructor. Also recommended: 211. [S]

4 credits

*Luan Troxel*

M W 1:10-2:30 p.m.

**347a Seminar in International Politics**

Topic for 1994-95: The European Union in the Global Economy. This seminar focuses on the history of the European Union (EU) as well as competing explanations to explain EU integration and its "situation" in the international political economy. Special attention is given to the character of the EU's relationship with different regions of the Third World and related issues such as agricultural subsidies, EU-U.S.-Pacific Rim relations, migration and the prospects for EU diplomacy after 1992.

Prerequisite: 242 or permission of the instructor. [S]

4 credits

*Gregory White*

T 3-4:50 p.m.

**348a Seminar in International Politics**

Topic for 1994-95: Conflict and Cooperation in Asia. An analysis of the emergence of East and Southeast Asia in world politics since the late 19th century, with special attention given to the post-World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asians and Western powers. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." [S]

4 credits

*Dennis Yasutomo*

T 1-2:50 p.m.

**[349b Seminar in International Relations and Comparative Politics]**

Topic: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. [S]

4 credits

*Steven Goldstein*

**[350a Seminar in Comparative Government and International Relations]**

4 credits

**351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. Permission of the instructor is required. [S]

4 credits

*Dennis Yasutomo*

T 1-2:50 p.m.

**[352a Seminar in Comparative Government and International Relations]**

Topic: International Development Policy. An examination of the dilemmas of development policy choices, with special emphasis on the experiences of international institutions such as the World Bank and the International Monetary Fund. Substantive topics include the design and implementation of projects to alleviate poverty and inequality among the rural and urban poor; the political economy of stabilization and liberalization programs in debtor states. [S]

4 credits

## Political Theory

**[261a Ancient and Medieval Political Theory]**

An examination of the classical *polis* and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include: the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. To be offered in 1995-96. [S]

4 credits

*Patrick Coby*

### **[262b Early Modern Political Theory, 1500-1800]**

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems. To be offered in 1995-96. [S]

4 credits

*Patrick Coby*

### **263a Political Theory of the 19th and 20th Centuries**

A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber and Marcuse. Not open to first-year students. [S]

4 credits

*Philip Green*

Lec. M W 1:10-2:30 p.m.; dis. F 1:10-2:30 p.m.

### **264b Problems in Democratic Thought**

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. [S]

4 credits

*Philip Green*

Lec. M W 1:10-2:30 p.m.; dis. F 1:10-2:30 p.m.

### **265b Human Nature and Politics**

An examination of theories of human nature, including psychoanalysis, behaviorism and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence and the sources and consequences of contemporary changes in American lifestyles. [S]

4 credits

*Stanley Rothman*

W F 11 a.m.-12:10 p.m.

### **[361a Seminar in American Political Thought]**

Topic: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty and equality and the struggle over slavery and states rights. To be offered in 1995-96. [S]

4 credits

*Patrick Coby*

### **362b Seminar in Political Theory**

Topic for 1994-95: Mill and Nietzsche: Rationalism and Its Rejection in Modern Political Theory. [S]

4 credits

*Leo Weinstein*

T 3-4:50 p.m.

### **364a Seminar in Political Theory: Feminist Theory**

An examination of the challenges posed by and to contemporary feminist theory for historical and contemporary perspectives on gender and politics. This seminar will focus on the interplay between gender, citizenship and democracy. Possible topics include: the political representation of women and the cultural symbolism of femininity in public life, the interplay of gender and reason in philosophy and politics, the liberal public sphere and feminist counterpublics, the gendered body and the body politic. Prerequisites: 100d or the equivalent, at least one course on issues of gender in society. Admission by permission of the instructor. [S]

4 credits

*Joan Landes*

T 3-4:50 p.m.

### **366a Seminar: Ideology, Culture and Politics**

How are hierarchies of gender, class and race legitimated in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 263a or equivalent recommended. [S]

4 credits

*Philip Green*

Th 3-4:50 p.m.; films shown F 3-4:50 p.m. and W 7:30-10 p.m.



**404a Special Studies**

Admission for majors by permission of the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission for majors by permission of the department.

8 credits

## The Major

**Advisers:** Martha Ackelsberg, Donald Baumer, Donna Robinson Divine, Elizabeth Doherty, Velma Garcia, Howard Gold, Philip Green, Walter Morris-Hale, Alice Hearst, Donald Robinson, Luan Troxel, Gregory White, Dennis Yasutomo.

**Adviser for Study Abroad:** Dennis Yasutomo.

**Prelaw Advisers:** Alice Hearst and members of the department.

**Graduate School Advisers:** Martha Ackelsberg, Luan Troxel.

**Director of the Jean Picker Semester-in-Washington Program:** Donald Baumer.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

## The Minor

**Advisers:** Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

## Honors

**Director:** Howard Gold.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the Spring of their junior year, but Fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**430d Thesis**

8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two. These courses must include a second course in political theory, but need not include a seminar.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the Spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

## Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, [203a], 206b, [207a], 208a, and [209b]. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

# History

## Professors

Mary Maples Dunn, Ph.D.

\*\*Joan Afferica, Ph.D.

R. Jackson Wilson, Ph.D.

Lester K. Little, Ph.D.

Howard Allen Nenner, LL.B., Ph.D.

Joachim W. Stieber, Ph.D., *Chair*

Neal E. Salisbury, Ph.D.

\*\*Daniel Horowitz, Ph.D. (American Studies and History)

Helen Lefkowitz Horowitz, Ph.D. (History and American Studies)

\*\*Daniel K. Gardner, Ph.D.

## Associate Professor

\*\*Ann Zulawski, Ph.D. (History and Latin American Studies)

## Assistant Professors

Ernest Benz, Ph.D.

†Richard Lim, Ph.D.

Michael Dettelbach, Ph.D.

Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)

Thomas F. Jackson, Ph.D.

## Lecturers

Frederick McGinness, Ph.D.

Joan Landes, Ph.D.

## Research Associate

Marylynn Salmon, Ph.D.

First-year students who are considering a major or advanced work in history are encouraged to enroll in 100a. Those with strong backgrounds in history or with History Advanced Placement scores of 4 or 5 should begin with courses at the 200-level. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations.

## Introductory Courses

### 100a Introduction to European History from Antiquity to 1500

A survey of the history, culture and society of the Mediterranean world and Europe, including Greece, Rome, medieval and Renaissance Europe. Recurring themes: social and political ideals and realities, models of human organization and authority, modes of historical understanding. Intended primarily for first- and

second-year students; others may be admitted by permission of the course director. **(H)**  
4 credits

*Lester Little, Director*

Lec. T Th 9–10 a.m.; dis. M 7:30–8:30 p.m.; Th 10:30–11:30 a.m.; Th 3–4 p.m.

### 113a An Introduction to the History of the United States to 1876

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life and culture. **(H)**

4 credits

*R. Jackson Wilson, Director*

Lec. M W 1:10–2 p.m.; dis. M W 2:40–3:30 p.m., *R. Jackson Wilson*; M W 2:40–3:30 p.m., *Thomas Jackson*; Th 3–4:50 p.m., *Neal Salisbury*

### 114b An Introduction to the History of the United States, 1876–Present

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life and cul-



ture. **[H]**

4 credits

*To be announced, Director*

Lec. M W 1:10-2:20 p.m.; dis. M W 2:30-3:40 p.m.; T 3-4:50 p.m.; Th 3-4:50 p.m.

## Lectures and Colloquia

Lectures (L) are unrestricted as to size.

Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

## Antiquity

### [202a (L) Archaic and Classical Greece]

From the emergence of the Greek world out of the Dark Age to the rise of Philip II of Macedon, c.800-336 B.C., focusing on the politics, society and culture of late archaic and classical Greece; tyranny and the development of the polis; the Persian Wars; freedom, empire and democracy; the Golden Age of Pericles; religion and society; the Peloponnesian War; the emergence of Macedon and the demise of Greek freedom. To be offered in 1995-96. **[H]**

4 credits

*Richard Lim*

### [203b (L) Alexander the Great and the Hellenistic World]

Exploration of the life and career of Alexander the Great and the political, social and cultural effects of his conquest of the Persian empire, including the expansion of Hellenic culture and oriental influences; emergence of cosmopolitan society and culture; monarchy and the city-state; ruler cult, traditional gods and mystery religions; exploration, learning and science. To be offered in 1995-96. **[H]**

4 credits

*Richard Lim*

### [204a (L) The Roman Republic]

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of

imperial expansion and social conflicts. The Late Republic will receive special emphasis.

To be offered in 1995-96. **[H]**

4 credits

*Richard Lim*

### [205b (L) The Roman Empire]

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. To be offered in 1995-96. **[H]**

4 credits

*Richard Lim*

### 206a (C) Aspects of Ancient History

Topic for 1994-95: Rhetoric and the City in the Ancient Greek World. The development of public speech seen in the context of Greek culture and society. Techniques of persuasion for use in law-courts, assemblies and other settings. Sophists and the ancient rhetorical education. Sophists and philosophers. Political communication between elites and masses. Rhetoric, civic ideology and the rise of the classical Athenian democracy. The transformation of rhetoric in the Hellenistic and Roman periods. **[H]**

4 credits

*Frederick McGinness*

Th 7-9:30 p.m.

## Islamic Middle East

### 207a (L) Islamic Civilization to the 15th Century

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (seventh century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; Islamization of the Middle East; creation and transformation of new imperial institutions; political developments; slave soldiers; urban societies; and the formation of Islamic culture. Open to first-year students. **[H]**

4 credits

*Keith Lewinstein*

T Th 10:30-11:50 a.m.

**208b (L) The Middle East Since the 15th Century**

The origins of the modern Middle East. Ottoman and Safavid Empires; transformations of the region in the 19th and 20th centuries. Topics include Western imperialism; political reform; the rise of modern states; Islamic reform movements; modern ideologies (e.g., secular nationalism, Islamic "fundamentalism," Zionism); social and economic tensions; political conflict within the region and with the West. **[H]**

4 credits

*Keith Lewinstein*

Lec. T Th 10:30-11:30 a.m.; dis. W 10-10:50 a.m.; W 11-11:50 a.m.

**[209b (C) Topics in Middle Eastern History]**

Topic: Religion and State in Islam. Medieval and modern Islamic political thought. Topics include conceptions of religious authority and political power; caliphate and kingship; Islam and democracy; modern radical ideologies; modern concepts of an Islamic state; status of non-Muslims; political activism and quietism. Specific case studies include modern Iran, Egypt and Pakistan. Prerequisite: one course in Islamic history or religion, or permission of the instructor. To be offered in 1995-96. **[H]**

4 credits

*Keith Lewinstein*

**South Asia****[210b Modern India]**

The political, social, cultural and economic development of India in the 19th and 20th centuries, with special attention to the impact of colonial rule. The movement for independence, Gandhi and non-violence, India since 1947. Lectures and discussions, occasional films and slide presentations. To be offered in 1995-96. **[H/S]**

4 credits

**East Asia****211a (L) The Emergence of China**

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 700. Attention given to political, social, intellectual and artistic developments. Open to first-year students. **[H]**

4 credits

*Daniel Gardner*

Lec. T Th 10:30-11:50 a.m.; dis. W 11-11:50 a.m.

**[212b (L) China in Transformation, A.D. 700-1850]**

A survey of Chinese society and civilization A.D. 700-1850. Attention given to political, social, intellectual and artistic developments. Open to first-year students. To be offered in 1995-96. **[H]**

4 credits

*Daniel Gardner*

**213a (C) Aspects of Chinese and Japanese History**

Topic for 1994-95: Elite Culture in China: The Arts and Letters of the Literati. An examination of the artistic, literary, philosophical, religious and scholarly expression of the Chinese before the 20th century. **[L/H]**

4 credits

*Daniel Gardner*

T 1-3:30 p.m.

**[214b (C) Aspects of Chinese History]**

Topic for 1995-96: Religion in China. The role of religion in traditional and contemporary Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China. To be offered in 1995-96. **[H]**

4 credits

*Daniel Gardner*

**[218a (C) Thought and Art in China]**

Topic for 1995-96: Confucian Thought and Art of China and Korea. Attention will be given to a comparison of the philosophic expression of Confucianism in China and Korea and to analysis of related works of art, primarily painting and architecture. The focus will be on texts and art from the sixth century B.C. to the Ming dynasty (1368-1644) in China and from the Yi Dynasty [Choson Period] (1392-1910) in Korea. No prerequisites. To be offered in 1995-96. **[H/A]**

4 credits

*Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)*

**Europe****[219a (L) Europe in the Age of Migration, 300-1050]**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; accultura-

tion of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. Recommended background: HST 100. To be offered in 1995-96. **[H]**

4 credits

*Lester Little*

**[220b (L) Europe in the Age of the Commercial Revolution, 1050-1300]**

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. Recommended background: HST 100. To be offered in 1995-96. **[H]**

4 credits

*Lester Little*

**221b (L) Social History of European Monasticism**

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 100, 219, 220, or 222. **[H]**

4 credits

*Lester Little*

T Th 9-10:20 a.m.

**[222a (L) Early English History]**

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. Recommended background: HST 100. To be offered in 1995-96. **[H]**

4 credits

*Lester Little*

**223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy**

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students by permission of the instructor only. **[H]**

4 credits

*Joachim Stieber*

M W F 9-9:50 a.m.

**224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times**

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. **[H]**

4 credits

*Joachim Stieber*

M W F 9-9:50 a.m.

**[225b (C) Authority and Legitimacy in the Age of More and Shakespeare]**

An examination of the texts and historical context of Shakespeare's *Richard II*, *I Henry IV*, *Henry V*, *Richard III* and *King Lear*; More's *Utopia* and *The History of Richard III* and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. To be offered in 1995-96. **[L/H]**

4 credits

*Howard Nenner, William Oram (English Language and Literature)*

**294a Literature and Politics of England 1660-1714**

Reading the political history and literature of Restoration England from the accession of Charles II to the death of Queen Anne. To be offered once only. **(E) [L/H]**

4 credits

*Howard Nenner, Frank Ellis (English)*

M W 1:10-2:30 p.m.

**227a (L) Tudor England**

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval and the place and power of English monarchs from Richard III to James I. **[H]**

4 credits

*Howard Nenner*

Lec. M W 11 a.m.-12:10 p.m.; dis. F 10-10:50 a.m.; F 11-11:50 a.m.

**[228b (L) Stuart England]**

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. An examination of religion, politics and constitutional thought in England's century of revolution. To be offered in 1995-96. **[H]**

4 credits

*Howard Nenner*



**230b (C) A Social and Cultural History of England, 1830-1940**

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. **[L/H]**

4 credits

*Howard Nenner*

M W 1:10-2:30 p.m.

**232b (C) Revolutionary Europe, 1787-1815**

The French Revolution as epic. History as a literary art. Recommended background: HST 245 or a course on literature or thought of the Enlightenment. **[L/H]**

4 credits

*Ernest Benz*

M 7-9:30 p.m.

**[235a (C) The Middle Ages and the Renaissance in European Thought, 1750-1870]**

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c.1830-1930). To be offered in 1995-96. **[L/H]**

4 credits

*Joachim Stieber*

**239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars**

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. **[H]**

4 credits

*Joan Afferica*

T Th 1-2:50 p.m.

**[240a (L) Tradition and Change in Russian and Soviet History, 1801-Present]**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. To be offered in 1995-96. **[H]**

4 credits

*Joan Afferica*

**245a (L) Early Modern Europe, 1648-1848**

The emergence and growth of the administrative state in Western Europe, and the attending discourses of nation and economy. **[H]**

4 credits

*Michael Dettelbach*

Lec. T Th 1-2 p.m.; dis. W 2:40-4 p.m.

**246b (L) The Age of Enlightenment**

Explores the development and deployment of the ideas of "Reason," "Nature" and "Man" by an emerging secular intellectual class in 18th century Europe. Specific topics will include theories of language, knowledge and distinguishing humans from animals; the Republic of Letters; libertinism; and the scenes of Enlightenment: academies, *salons*, coffee houses, the *boudoir*. Were the *philosophes* and the *Aufklärer* the first modern thinkers? Did the Enlightenment cause the French Revolution? **[H]**

4 credits

*Michael Dettelbach*

T Th 10:30-11:50 a.m.

**247a (C) The Rise and Collapse of the Russian and Soviet Empires**

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries. **[H]**

4 credits

*Joan Afferica*

W 1:10-3:40 p.m.

**248a The Scientific Revolution**

Examines the emergence of modern European science, reviewing conceptual, social and institutional forces that produced a new form of authority and new forms of association between 1500-1750. How could Nature be made to speak the truth and testify to itself? What was at stake in such testimony? Primary readings from the central actors, including Copernicus, Galileo, Descartes and Newton; secondary readings include discussions of the impact of printing, princely patronage, philosophical academies, the Catholic and Protestant churches and humanism, and historiographical reflections of the appropriateness of the concept of "revolution." **[H]**

4 credits

*Michael Dettelbach*

T Th 10:30-11:50 a.m.

**250a (L) Europe in the 19th Century**

1814-1914: A century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. **[H]**

4 credits

*Ernest Benz*

T Th 1-2:30 p.m.

**251b (L) Europe in the 20th Century**

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars, and to the experience of Fascism, Nazism and Communism. **[H]**

4 credits

*Ernest Benz*

Lec. T Th 1-2:30 p.m.; dis. Th 3-3:50 p.m.;

Th 4-4:50 p.m.; Th 7:30-8:20 p.m.

**253b (C) Women in Modern European Societies**

This course will focus on the gendered construction of the modern public sphere in 18th and 19th century Europe, with particular emphasis on France and the position of women in the Enlightenment, the French Revolution and its aftermath. Topics include: the gendered dichotomy of public and private life; democracy, republicanism, liberalism and utopian socialism; changing class, family and sexual relations. Recommended background: a course in European history since 1500. **[H/S]**

4 credits

*Joan Landes*

T 3-5:30 p.m.

**255a (C) Modern European Studies in History**

Topic for 1994-95: Individual and Community in 19th-Century Thought. Responses to the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. **[H/S]**

4 credits

*Ernest Benz*

M 7-9:30 p.m.

**JUD 286b Jews and European Civilization 1492-1942****JUD 287a (C) The Holocaust and History****Africa****AAS 218b History of Southern Africa (1600 to about 1980)****Latin America****260a (L) Colonial Latin America, 1492-1821**

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. Open to first-year students. **[H]**

4 credits

*Ann Zulawski*

Lec. T Th 10:30-11:50 a.m.; dis. W 10-10:50 a.m.; W 11-11:50 a.m.

**[261b (L) National Latin America, 1821 to the Present]**

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900 and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. To be offered in 1995-96. **[H]**

4 credits

*Ann Zulawski*

**[263b (C) Continuity and Change in Spanish America and Brazil]**

Topic: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. To be offered in 1995-96. **[H]**

4 credits

*Ann Zulawski*

**United States****266a (L) The Colonial Experience in North America**

The depopulation of native North America and its resettlement by Europeans and en-

slaved Africans; English, French, Spanish and Dutch colonial empires; particular attention to social, economic, political and cultural factors in the rise of the British colonies and their triumph in the American Revolution. **[H]**

4 credits

*Neal Salisbury*

T Th 9-10:20 a.m.

### **267b (L) North American Indians Since 1500**

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. **[H]**

4 credits

*Neal Salisbury*

Lec. M W 1:10-2:30 p.m.; dis. M 2:40-4 p.m.;

W 2:40-4 p.m.

### **273a (L) Contemporary America, World War II to the Present**

Social, cultural and political development from 1945 to the present. Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s and the politics of scarcity. Prerequisite: HST 114. **[H]**

4 credits

*Thomas Jackson*

M W F 10-10:50 a.m.

### **275a (L) Intellectual History of the United States to 1860**

**[L/H]**

4 credits

*R. Jackson Wilson*

M W F 11 a.m.-12:10 p.m.

### **276b (L) Intellectual History of the United States after 1860**

**[L/H]**

4 credits

*R. Jackson Wilson*

M W F 11 a.m.-12:10 p.m.

### **[277a History of Women in the U.S., Colonial Period to 1865]**

The course will examine the historical position of women within the society and culture. Problems will include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, issues of race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of

women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: HST 113a or its equivalent, or a 200-level U.S. history course, pre-Civil War. Offered in alternate years. To be offered in 1995-96. **[L/H]**

4 credits

*Helen Lefkowitz Horowitz*

### **278a (L) History of Women in the U.S., 1865 to 1970**

The course will continue the examination of the historical position of women within the society and culture. Problems will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression and feminism's second wave. Emphasis on social and cultural aspects. **[L/H]**

4 credits

*Helen Lefkowitz Horowitz*

T Th 10:30-11:50 a.m.

### **AAS 278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970**

## **Comparative History**

### **[280b (C) Problems of Inquiry]**

To be offered in 1995-96.

4 credits

### **291a (C) Topics in Comparative History**

Topic for 1994-95: The Plague of Justinian and the Black Death. Comparative analysis of the two major outbreaks of the plague in Europe, one at the start of the Middle Ages and one at the end, with attention to geographical and chronological patterns of the spread of the disease and to effects on social relations, the value of labor, politics and spirituality. Other instances of plague in world history will be examined for purposes of comparison. Recommended background: HST 100, 219, 222, or 223. **[H]**

4 credits

*Lester Little*

T 3-4:50 p.m., Th 4:10-4:50 p.m.



## Seminars

### 302b Topics in Ancient History

Topic for 1994-95: The Making of Late Antiquity. The political, social and cultural transformations of the classical Greco-Roman world from 250-700. Topics of particular interest: emperors and cities; Christians, Jews and pagans living under imperial Christianity; hermits and monks; the changing shape of the classical city; the shift from a Mediterranean-based Roman Empire to the societies of Byzantium, Islam and the Germanic kingdoms. **[H]**

4 credits

*Frederick McGinness*

Th 7:30-9:30 p.m.

### [317a Topics in Chinese History]

To be offered in 1995-96. **[H]**

4 credits

*Daniel Gardner*

### 320b Early European History to 1300

Topic for 1994-95: Romanesque Christianity in Germanic Europe. Christian religious beliefs and practices in Europe between the approximate dates 750 and 1150. Aristocratic monasticism, vicarious religion, liturgical culture, ritual in Romanesque churches, blessing and cursing, dominance of Old Testament models, authority of St. Peter and of a mythic Rome, cults of saints and relics. Prerequisite: two 200-level courses in the area of medieval European history, art, literature, or religion. **[H]**

4 credits

*Lester Little*

T 3-4:50 p.m.

### [324a Topics in European History, 1300-1660]

To be offered in 1995-96. **[H]**

4 credits

*Joachim Stieber*

### IDP 326b Seminar: Patronage of Music in Renaissance and Early Modern Europe

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early 15th to the early 17th

centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. **[H/A]**

4 credits

*Joachim Stieber and Richard Sherr (Music)*

Th 3-4:50 p.m.

### 327b Topics in British History

Topic for 1994-95: The "Glorious Revolution." An examination of the Revolution of 1688-89 in light of both traditional conservative and recent radical historiography. A close look at what the Revolution was, why it happened and what it did and did not accomplish. **[H]**

4 credits

*Howard Nenner*

T 3-4:50 p.m.

### 340a Topics in Russian History

Topic for 1994-95: The Question of Russian Identity: "Slavophiles" and "Westernizers" in the 19th and 20th Centuries. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. **[H]**

4 credits

*Joan Afferica*

W 7:30-9:30 p.m.

### 346b Problems in European Intellectual History

Topic for 1994-95: Science as Culture. A historiographical seminar for students interested in gaining experience with the analysis of scientific knowledge as a historical and cultural artifact of modern European societies. Specific conceptual and analytic tools will be culled from secondary readings in the history, anthropology and sociology of science and practiced in research projects. Recommended background: HST 230, 245, 246, 250, 251 or other survey of modern European history with significant writing component. **[H]**

4 credits

*Michael Dettelbach*

T 3-4:50 p.m.

### [350a Modern Europe]

**[H]**

4 credits

### [355b Topics in European Social History]

To be offered in 1995-96. **[H/S]**

4 credits

### [361b Problems in the History of Spanish America and Brazil]

To be offered in 1995-96. **[H]**

4 credits

*Ann Zulawski*

### 366b The American Revolution

Topic for 1994-95: Social Change and the Birth of the United States, 1760-1800. **[H]**

4 credits

*Neal Salisbury*

T 3-4:50 p.m.

### [367a Topics in American Indian History]

Prerequisite: 267 or permission of the instructor. To be offered in 1995-96. **[H]**

4 credits

*Neal Salisbury*

### 370a Problems in American History

Topic for 1994-95: The Development of and Response to Consumer Culture in the U.S., 1940-1973. **[H]**

4 credits

*Daniel Horowitz*

W 7:30-9:30 p.m.

### 375b Problems in United States Intellectual History

Topic for 1994-95: To be announced. **[H]**

4 credits

*R. Jackson Wilson*

M W 2:40-3:40 p.m.

### 383a Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1994-95: American Women in the Era of Enfranchisement, 1869-1920. **[H]**

4 credits

*Helen Lefkowitz Horowitz*

T 3-4:50 p.m.

### AAS 335b Seminar: Free Blacks in the U.S. Before 1865

### 404a Special Studies

By permission of the department, for qualified returning students.

1 credits

### 404b Special Studies

1 credits

## The Major

**Advisers:** Joan Afferica, Ernest Benz, Daniel Gardner, Helen Lefkowitz Horowitz, Lester Little, Howard Nenner, Neal Salisbury, Joachim Stieber, R. Jackson Wilson, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five semester courses at the 200- or 300-level, at least one of which is a Smith History Department seminar. Two of these may be courses cross-listed in the History Department or historically-oriented courses in other disciplines. Historically-oriented courses in other disciplines must be approved by the student's adviser.
3. Additional courses: four 200- or 300-level courses in at least two fields distinct from the field of concentration. Two of these may be courses cross-listed in the History Department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1600; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History), and which must be approved by an adviser and the Department's Curriculum Committee.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of

the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 101b (for 4 credits) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 114b (for 4 credits) toward the major.

## Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

**Adviser for Study Away:** Lester Little.

## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses:

1. No more than two of which may be at the 100-level.
2. At least one of which must examine the period before 1600.
3. At least three of which must be at the 200-level or above, and related chronologically, thematically, geographically, or in some other manner. Students should consult their advisers.

## Honors

**Director:** To be announced.

### 431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than preregistration week of the spring semester of their junior year. Students spend-

ing the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the 10 courses that follow the basis for the major differs from that of regular majors and will be as follows:

1. four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
2. the thesis counting for two courses (eight credits);
3. one semester course in ancient history or a related course in ancient studies;
4. three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the director of honors.

## Graduate

### 521a Problems in Early Modern History [H]

4 credits



**541a Problems in Modern European History**

{H}

4 credits

**571b Problems in American History**

{H}

4 credits

**580a Special Problems in Historical Study**

Arranged individually with graduate students.

{H}

4 credits

**580b Special Problems in Historical Study**

{H}

4 credits

**590a Research and Thesis**

4 credits

**590b Research and Thesis**

4 credits

**590d Research and Thesis**

8 credits

# History of the Sciences

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## Advisers

Kathryn Pyne Addelson, Professor of Philosophy

Michael Dettelbach, Assistant Professor of History

George Fleck, Professor of Chemistry

Thomas Litwin, Adjunct Associate Professor of Biological Sciences

†Douglas Lane Patey, Professor of English Language and Literature

Marjorie Senechal, Professor of Mathematics, *Director*

Frances Volkmann, Professor of Psychology

## Research Associate

Mary Flesher, Ph.D.

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The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

### 112b Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. **(H/N)**

4 credits

*Marjorie Senechal (Mathematics)*

M W F 11 a.m.–12 noon

### ARC 211a Introduction to Archaeology

### [ANT 131b Human Evolution]

### ENG 211b The Technology of Reading and Writing

### AST 215a History of Astronomy

### HST 248a The Scientific Revolution

Examines the emergence of modern European science, reviewing conceptual, social and institutional forces that produced a new form of authority and new forms of association between 1500–1750. How could Nature be made to speak the truth and testify to itself? What was at stake in such testimony? Primary readings from the central actors, including Copernicus, Galileo, Descartes and Newton; secondary readings include discussions of the impact of printing, princely patronage, philosophical academies, the Catholic and Protestant churches and humanism, and historiographical reflections of the appropriateness of the concept of "revolution" to the transformation we uncover. **(H)**

4 credits

*Michael Dettelbach*

T Th 10:30–11:50 a.m.

### [MTH 350b Topics in the History of Mathematics]

**PHI 224b Philosophy and History of Scientific Thought****PPY 209b Philosophy and History of Psychology****404a Special Studies**

$\frac{1}{4}$  credits

**404b Special Studies**

$\frac{1}{4}$  credits

## The Minor

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.



# International Relations

## Advisers

†Steven Goldstein, Professor of Government

Peter N. Rowe, Professor of Government

\*\*Joan Afferica, Professor of History

\*\*Elizabeth Hopkins, Professor of Anthropology

Cynthia Taft Morris, Professor of Economics

\*Elizabeth Doherty, Assistant Professor of Government

Gregory White, Assistant Professor of Government, *Director*

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: GOV 241, *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

[ANT 232	Politics in Non-Western Societies]
[ANT 236	Economic Anthropology]
ANT 238	Cultures of Terror: Anthropological Perspectives on Political Violence
ANT 241	Anthropological Perspectives on Development and Its Colonial Roots
ANT 243	The Pursuit of Ecology: Gender, Knowledge, Culture
[ANT 340	Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]

ANT 341	Seminar: Ritual, Ideology and Power
[BIO 206	Conservation of Natural Resources]
ECO 211	Economic Development
[ECO 213	The World Food System]
GOV 231	Government and Plural Societies
GEO 109	The Environment
GOV 233	Problems in Political Development
GOV 243	International Law
[GOV 251	Problems of International Security]
[GOV 341	Seminar in International Politics: National Security in the New World Order]

2. One course in international economics or finance:

ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic History
ECO 209	Comparative Economic Systems
GOV 242	Politics of International Economic Relations
[GOV 352	Seminar: International Development Policy]

3. One course in contemporary American foreign policy:

[GOV 244	Foreign Policy of the United States since 1898]
GOV 245	Foreign Policy of the U.S.
[GOV 250	Case Studies in International Relations]
[GOV 341	Seminar in International Politics: National Security in the New World Order]

- GOV 342 Seminar: Studies in U.S. Foreign Policy
- HST 273 Contemporary America: World War II to the Present
4. One course in modern European history or government with an international emphasis:
- ECO 311 Seminar: Miracle Economies? Economic Development in East Asia
- GOV 221 The Politics of Western Europe
- [GOV 223 Government and Politics of the Soviet Union and Its Successor States]
- [GOV 323 Seminar: Europe and World Politics]
- GOV 347 Seminar: The European Union in the Global Economy
- HST 232 Revolutionary Europe, 1787-1815
- [HST 240 Tradition and Change in Russian and Soviet History, 1801-Present]
- HST 245 Early Modern Europe, 1648-1848
- HST 247 The Rise and Collapse of the Russian and Soviet Empires
- HST 250 Europe in the 19th Century
- HST 251 Europe in the 20th Century
5. One course on the economy, politics or society of a region other than the United States and Europe:

## Africa

- ANT 231 Africa: A Continent in Crisis
- [ANT 232 Politics in Non-Western Societies]
- [GOV 224 Governments and Politics of the Middle East and North Africa]
- [GOV 227 Government and Politics of Sub-Saharan Africa]
- GOV 321 Power and Politics in Africa: The Female Factor
- [GOV 345 South Africa in World Politics]

## Asia

- [ANT 343 Seminar: Knowledge and Power: The Encounter between Western Science and India]
- GOV 228 Government and Politics of Japan
- [GOV 230 Government and Politics of China]
- [GOV 344 Seminar on Foreign Policy of the Chinese People's Republic]
- GOV 348 Government in International Politics: Conflict and Cooperation in Asia
- [GOV 349 The Political Economy of the Newly Industrializing Countries of Asia]

- GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- [HST 210 Modern India]
- [HST 212 East Asia in Transformation A.D. 700-1850]
- HST 213 Aspects of Chinese and Japanese History
- [HST 214 Aspects of Chinese History: Religion in China]
- [HST 218 Thought and Art in China]
- [HST 317 Topics in Chinese History]
- REL 270 Religious History of India (at Amherst College)
- REL 272 Buddhist Thought

## Middle East

- [ECO 214 Economics of the Middle East and North Africa]
- [GOV 224 Governments and Politics of the Middle East and North Africa]
- GOV 229 Government and Politics of Israel
- GOV 248 The Arab-Israeli Dispute
- HST 208 Islamic Civilization since the 15th Century
- REL 275 Introduction to Islam

## Latin America

- ANT 237 Native South Americans: Conquest and Development
- ANT 239 Women and Resistance in Latin America
- ECO 318 Seminar: Latin American Economics
- GOV 226 Latin American Political Systems
- GOV 322 Seminar in Comparative Government: Mexican Politics From 1910-Present
- [GOV 324 Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
- [HST 261 National Latin America, 1821 to the Present]
- [HST 263 Continuity and Change in Spanish America and Brazil]
- [HST 361 Problems in the History of Spanish America and Brazil]
- LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

# Interterm Courses Offered for Credit

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[ARH 280j Museum Studies]

BIO 370j Tropical Ecology of Belize

[CSC 298j Reading/Writing Computer Science]

ESS 175j Applied Exercise Science

[ESS 915j Badminton]

ESS 950j Self-Defense

[ESS 960j Squash (Beginning)]

FRN 255j *L'Argumentation orale*

[GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]

[GEO 270j Carbonate Systems and Coral Reefs of the Bahamas]

ITL 335j Boccaccio's *Decameron*: A Re-enactment

PHY 337j Introduction to Optics of Surfaces and Scattering Theory

REL 215j Exploring the Holy Land

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar's office prior to pre-registration in the fall.



# Italian Language and Literature

## Professor

Alfonso Procaccini, Ph.D., *Chair*

## Assistant Professors

Giovanna T. Bellesia, Ph.D.

§Anna Botta, Ph.D.

Robert Bufalini, Ph.D.

## Lecturers

Vittoria Offredi Poletto, B.A.

Elena Maclachlan, Ph.D.

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should take Italian in the first two years. Courses in European history and in other literatures are also recommended.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

## Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students. **{F}**

8 credits

First semester: *Elena Maclachlan*, M W F 11 a.m.–12:10 p.m.; *Robert Bufalini*, M W F 1:10–2:20 p.m.

Second semester: *Elena Maclachlan*, M W F 11 a.m.–12:10 p.m.; *Robert Bufalini*, M W F 1:10–2:20 p.m.

### 110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular

attendance and language laboratory work are required. Preference given to first- and second-year students. **{F}**

12 credits

First semester: *Vittoria Poletto*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giovanna Bellesia*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Vittoria Poletto*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giovanna Bellesia*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

### 120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings. **{F}**

8 credits

First semester: *Elena Maclachlan*, M W F 1:10–2:20 p.m.

Second semester: *Elena Maclachlan*, M W F 1:10–2:20 p.m.

### 220a High Intermediate Italian

Reading of and comment on not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d, or permission of the department. **{F}**

4 credits

*Robert Bufalini*, M W F 9–9:50 a.m. and one hour to be arranged

*Vittoria Poletto*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

**331b Advanced Italian**

A continuation of 220a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 220a or permission of the department. [F]

4 credits

*Robert Bufalini*, M W F 9-9:50 a.m., Th 4-4:50 p.m., and one hour to be arranged;

*Vittoria Poletto*, M W F 10-10:50 a.m., Th 4-4:50 p.m., and one hour to be arranged

**Literature****250a Survey of Italian Literature**

Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. [L/F]

4 credits

*Alfonso Procaccini*

T Th 10:30-11:50 a.m.

**251b Survey of Italian Literature**

A continuation of 250a from the Renaissance to the present. Prerequisite 250a. [L/F]

4 credits

*Robert Bufalini*

T Th 10:30-11:50 a.m.

**CLT 305b Studies in the Novel**

4 credits

**332d Dante: *Vita Nuova*, *Divina Commedia* [L/F]**

8 credits

*Alfonso Procaccini*

Th 7:30-9:30 p.m. and one hour to be arranged

**[334a Boccaccio and the Novella]**

Themes, structure and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. [L]

4 credits

**335j Boccaccio's *Decameron*: A Re-enactment**

This course is a study of Boccaccio's *Decameron* from the perspective of the frame story characters. The students will act out the two weeks during which the narrators of Boccaccio's 100 stories resided together in the countryside while the Plague was raging in Florence, living out each of the days just as the original narrators did. The core of the daily experience is the story-telling, and the comprehensive experience includes eating

together, the excursions and the dinner, songs and dances which conclude each day. The re-enactment will be enhanced by preparatory and concluding class periods. Conducted in Italian. Prerequisite: 220a or 250a or above, or permission of the instructor. Enrollment: minimum 10, maximum 15. (E) [L/F]

3 credits

*Elena Maclachlan*

Monday through Friday for three weeks: January 9, 1995-January 27, 1995. Hours: 10 a.m.-12 noon (seminar), 3-6 p.m. (story-telling), and 6-9 p.m. (dinner and entertainment)

**[338b Italian Literature of the 19th Century]**

[L]

4 credits

**[342a Italian Cinema]**

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini and Bertolucci. Conducted in English. [L/A]

4 credits

**343a Modern Italian Literature**

Topic for 1994-95: Modern Italian Women Writers: Mothers and Daughters. [L]

4 credits

*Giovanna Bellesia*

T Th 9-10:20 a.m.

**CLT 355b Consuming Passions: Reading/Eating**

4 credits

*Alfonso Procaccini*

M W 1:10-2:30 p.m.; film viewings to be arranged

**399a Senior Project**

Designed to coordinate the work of the major and direct research for the long paper.

4 credits

*Members of the Department*

**399b Senior Project**

4 credits

*Members of the Department*

**404a Special Studies**

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Major****Advisers:** Members of the Department.**Advisers for Study Abroad:** Giovanna Bellesia, Vittoria Offredi Poletto, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, nine semester courses, and a Senior Project (399a or 399b). The nine semester courses shall include 250a, 251b, 331b, and 332d; and four of the following: [334], [338], [342], 343, 404, CLT 305, or [CLT 350] (all written work in the CLT courses must be done in Italian to be accepted for the Italian Major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the Department.

**The Minor****Advisers:** Members of the Department.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Required: six semester courses including the following: 220a, 250a, 251b, and 331b. Choice of two from two different periods including: [334], [338], [342], 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the Department.

**Honors****Directors:** Members of the Department.**430d Thesis**

8 credits

**431a Thesis**

8 credits

Basis: 220a.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis written in both semesters of the senior year, with a final oral examination in Italian of the subject and the general area of the thesis.

**Graduate****Advisers:** Giovanna Bellesia, Alfonso Procaccini.**550a Research and Thesis**

4 credits

**550b Research and Thesis**

4 credits

**550d Research and Thesis**

8 credits

**551a Advanced Studies**

4 credits

**551b Advanced Studies**

4 credits

**551d Advanced Studies**

8 credits



# Jewish Studies

Howard Adelman, Ph.D., Associate Professor  
and Director of the Jewish Studies  
Program

## Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of  
Government

Ernest Benz, Assistant Professor of History

\*Bruce Theodore Dahlberg, Professor of  
Religion and Biblical Literature

Donna Robinson Divine, Professor of  
Government, *Chair*

Karl Paul Donfried, Professor of Religion and  
Biblical Literature

Lois Dubin, Assistant Professor of Religion  
and Biblical Literature

Myron Peretz Glazer, Professor of Sociology

\*\*Daniel Horowitz, Professor of American  
Studies and of History

Peter Isaac Rose, Professor of Sociology

## 187a The Jewish Heritage

An introduction to the variety of literature in  
Jewish life, focusing on themes such as text  
and commentary, law and legend, daily real-  
ity and literary imagination, the individual  
and the community, the Land of Israel and  
the Diaspora, Ashkenazim and Sephardim.  
Texts from the early synagogue, Muslim  
Spain, Christian Europe, the Renaissance, the  
shtetl, the United States and modern Israel  
will be read in English translation. **{L/H}**  
4 credits

*Howard Adelman*

M W F 10-10:50 a.m.

## 200-Level Courses

Prerequisite: permission of the instructor re-  
quired for first-year students.

### 224b Women in Rabbinic Literature

An introduction to the Jewish textual tradition,  
the world of rabbinic discourse and the literary  
genres produced, including biblical narratives  
about women and female aspects of the deity  
and their interpretations in rabbinic commen-  
taries. Explorations of the legal status of  
women in Mishnah, Gemara, responsa, codes  
and commentaries, addressing issues of mar-  
riage, the family, divorce, wife-beating, aban-  
donment, lesbianism, adultery, abortion, birth

control, prostitution, rape. All readings will be in  
English translation. **{L/H}**

4 credits

*Howard Adelman*

M W F 10-10:50 a.m.

### [285b Jews and World Civilization 30-1492]

A survey of the structure of Jewish life in the  
Land of Israel under the Romans; Jews under  
Islam; political and religious responses to the rise  
of Christianity; Jewish life in medieval Europe,  
including English, French, Italian, Byzantine, Por-  
tuguese and Spanish lands; relations with levels  
of Christian hierarchy from popes and kings to  
peasants; crusades, expulsions and inquisitions;  
Ashkenazic and Sephardic culture. **{H}**

4 credits

*Howard Adelman*

### 286b Jews and European Civilization 1492-1942

A thematic overview of Jewish history in mod-  
ern times in Western and Eastern Europe, the  
United States and the Land of Israel: the Inqui-  
sition, heresy, the ghetto, political emancipa-  
tion, antisemitism, enlightenment, seculariza-  
tion, Zionism, radicalism, modern Jewish reli-  
gious movements (Hasidism, Reform, Ortho-  
dox, Conservative, Reconstructionism). **{H}**

4 credits

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

**287a The Holocaust and History**

Questions about the relationships between the Nazi era (1933-1945) and earlier Jewish and European history; the rise of the Nazis and antisemitism; origins of the "Final Solution" and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout Europe; Jewish leadership and resistance. The focus will be on conflicting interpretations, historiographic controversies and differing methodological approaches; students will be involved in individual research and class presentation. Prerequisite: a course in Jewish or European history or permission of the instructor. **[H]**

4 credits

*Howard Adelman*

M W F 11 a.m.-12:10 p.m.

**300-Level Courses**

Prerequisite: at least one 200-level course in Jewish studies, religion, or history; or permission of the instructor.

**REL 334b Colloquium: Jewish-Christian Relations**

4 credits

*Howard Adelman, Dennis Hudson (Religion)*

W 7:30-9:30 p.m.

**385a Jewish Autobiography**

Reading and discussion of autobiographical writings from the past 200 years from Central, Western and Eastern Europe, the United States, Israel, the Holocaust and the Soviet Union. These readings will highlight the struggle for self-expression, family preservation and communal control in light of many diverse circumstances. Readings will be English translations from Hebrew, Yiddish and German. **[L/H]**

4 credits

*David Patterson*

M W 1:10-2:30 p.m.

**[387b Seminar: Women in Jewish History]**

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Ro-

man, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Prerequisite: JUD 187, 224, HST 285 or 286 or another appropriate course in history. Offered in alternate years. **[H]**

4 credits

*Howard Adelman*

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Minor**

**Advisers:** Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry and Hebrew. A minor in Jewish studies serves to complement offerings in

Hebrew Scripture, New Testament or Christian theology; ancient, medieval, early modern or modern history; archaeology, government, anthropology, women's studies or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

## Bible

- ARC 211b Introduction to Archaeology
- REL 210a Introduction to the Bible I: Old Testament
- REL 220b Introduction to the Bible II: New Testament
- [REL 311b Seminar: Issues in Biblical Interpretation]

## Jewish History

- [JUD 285b Jews and World Civilization, 30-1492]
- JUD 286b Jews and European Civilization, 1492-1942
- [JUD 387b Women in Jewish History]

## Jewish Literature

- JUD 187a The Jewish Heritage
- JUD 224b Women in Rabbinic Literature
- JUD 385a Jewish Autobiography

## Jewish Religious Thought

- REL 235a Jewish Spirituality: Philosophers and Mystics
- [REL 236b Jewish Thought in the Modern Period]
- REL 334b Jewish-Christian Relations

## Hebrew

- [REL 100d Classical Hebrew]
- REL 285a Hebrew Religious Texts
- [REL 382b Directed Readings in Religious Texts]

## Contemporary Jewry

- SOC 213b Ethnic Minorities in America
- [GOV 224a Government and Politics of the Middle East and North Africa]
- GOV 229a Government and Politics of Israel
- GOV 248b The Arab-Israeli Dispute
- JUD 287a The Holocaust and History
- REL 110b Sec. F: Issues in Contemporary Judaism

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the Director of the Jewish Studies Program.



# Latin American Studies

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## Advisers and Members of the Latin American Studies Committee

Susan C. Bourque, Professor of Government

\*\*Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature

Erna Berndt Kelley, Professor of Spanish and Portuguese

Andrew Zimbalist, Professor of Economics

\*Charles Mann Cutler, Jr., Associate Professor of Spanish and Portuguese

Donald Joralemon, Associate Professor of Anthropology

Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies, *Director*

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Nola Reinhardt, Associate Professor of Economics

Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese

\*\*Ann Zulawski, Associate Professor of History and of Latin American Studies

Velma García, Assistant Professor of Government

†Angeles Placer, Assistant Professor of Spanish and Portuguese

Maria Estela Harretche, Assistant Professor of Spanish and Portuguese

## 100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **[S]** 4 credits

*Marina Kaplan, Ann Zulawski*

T Th 1-2:20 p.m.

## [301a Seminar: Topics in Latin American Studies]

Permission of the instructor is required. **[S]**

4 credits

*Ann Zulawski*

## 404a Special Studies

4 credits

## 404b Special Studies

4 credits

## The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses on Latin American literature and selections from courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, economics, history, literature and government.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

**Adviser for Study Abroad in Spanish America:** Maria Estela Harretche.

**Adviser for Study Abroad in Brazil:** Charles Cutler.

**Five-Year option with Georgetown**

**University:** students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and [HST 261b]

**Requirements:**

1. SLL 260a and SLL 261b or two of the following: [SLL 370], [SLL 371], SLL 372, SLL 373; a reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1994-95:

**Anthropology**

- |      |                                       |
|------|---------------------------------------|
| 237b | Native South Americans                |
| 239a | Women and Resistance in Latin America |

**Economics**

- |      |                                   |
|------|-----------------------------------|
| 318b | Seminar: Latin American Economics |
|------|-----------------------------------|

**Government**

- |      |  |
|------|--|
| 226a | Latin American Political Systems   |
| 233b | Problems in Political Development  |
| 307b | Seminar in American Government:<br>Topic for 1994-95: Latinos and Politics in the U.S.             |
| 322a | Seminar in Comparative Government:<br>Topic for 1994-95: Mexican Politics from 1910 to the Present |

**History**

- |      |                                   |
|------|-----------------------------------|
| 260a | Colonial Latin America, 1492-1821 |
|------|-----------------------------------|

**Spanish and Portuguese**

- |          |   |
|----------|---|
| POR 220b | Literary Currents in the Portuguese-Speaking World: Brazil, Portugal and Lusophone Africa (In Portuguese) |
| SLL 260a | Survey of Latin American Literature I   |
| SLL 261b | Survey of Latin American Literature II  |
| SLL 372b | Themes in Latin American Literature: Topic for 1994-95: Contemporary Women Novelists of Latin America     |
| SLL 373a | Literary Movements in Spanish America: Topic for 1994-95: After the '60s                                  |

**The Minor**

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history, and literature. They must include HST 260, HST 261, and SLL 260a or SLL 261b, and at least one course at the 300 level.

**Honors**

**Director:** Velma Garcia.

**430d Thesis**

8 credits

**431a Thesis**

8 credits

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

# Logic

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## Co-Directors and Advisers

James Henle, Professor of Mathematics

Thomas Tymoczko, Professor of Philosophy

Merrie Bergmann, Associate Professor of Computer Science

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

### 100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202.

4 credits

*James Henle, Thomas Tymoczko*

Lec. M W 11 a.m.–12:10 p.m.; dis. F 11 a.m.–12:10 p.m.

### [101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modelling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24.

4 credits

### PHI 202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. 2 credits

*Thomas Tymoczko*

M W 11 a.m.–12:10 p.m., F at option of the instructor

### PHI 203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topics might include infinity, the concept of number, alternative logics, models and truth, Turing machines and computation, etc. Prerequisite: LOG 100 or PHI 202. Topic for spring 1995: Vagueness, Predication and Paradox. After the initial meeting, the course will meet for the second half of the semester only. (E)

2 credits

*Thomas Tymoczko*

M W 11 a.m.–12:10 p.m., F at option of the instructor

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits



## The Minor

Five courses will be required:

LOG 100a	Valid and Invalid Reasoning <i>or</i>
PHI 202b	Symbolic Logic
MTH 217b	Mathematical Structures
PHI 220a	Logic and the Undecidable

Plus two of the following:

CSC 111a or b	Computer Science I
CSC 250a	Foundations of Computer Science
MTH 153a or b	Introduction to Discrete Mathematics
MTH 224b	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra
[MTH 238a	Topics in Number Theory]
[MTH 350b	Topics in the History of Mathematics]
PHI 203b	Topics in Symbolic Logic
PHI 224b	Philosophy and History of Scientific Thought
PHI 236a	Linguistic Structures
PHI 262a	Meaning and Truth
[PHI 310b	Recent and Contemporary Philosophy]
[PHI 322b	Topics in Advanced Logic]
LOG 404a,b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 202b.

# Marine Sciences

## Advisers

\*H. Allen Curran, Professor of Geology, *Co-Director*

Paulette Peckol, Associate Professor of Biological Sciences, *Co-Director*

\*John Burk, Professor of Biological Sciences  
Mary Laprade, Lecturer in Biological Sciences  
Peter Rowe, Professor of Government  
Brian White, Professor of Geology

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

## Geology

- 231a Invertebrate Paleontology and Paleocology
- 232a Sedimentology
- [270j Carbonate Systems and Coral Reefs of the Bahamas]
- 311a Environmental Geophysics
- 334b Carbonate Sedimentology
- 404 Special Studies (a or b)

## Biological Sciences

- 242a Invertebrate Zoology and required Concurrent Laboratory 243a
- 260a Principles of Ecology and optional Concurrent Laboratory 261a
- 338b Morphology of Algae and Fungi and required Concurrent Laboratory 339b
- [350b Biogeography]
- [356a Plant Ecology and required Concurrent Laboratory 357a]
- [364b Topics in Environmental Biology]
- 370j Tropical Ecology of Belize
- 400 Special Studies (a or b)

## Social Sciences

- ECO 224b Environmental Economics
- GOV 243a International Law
- GOV 404 Special Studies (a or b)
- PPL 303b Public Policy for Marine and Coastal Resources

## Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology

Res EC 474s: Marine Resources Economics  
Geography 391As: Coastal Resource Policy

## Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.



# Mathematics

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## Professors

Marjorie Lee Senechal, Ph.D.  
 James Joseph Callahan, Ph.D., *Chair*  
 †Michael O. Albertson, Ph.D.  
 David Warren Cohen, Ph.D.  
 \*\*Phyllis Joan Cassidy, Ph.D.  
 James M. Henle, Ph.D.

## Associate Professors

Patricia L. Sipe, Ph.D.  
 Katherine Taylor Halvorsen, Ph.D.

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## Assistant Professors

Ruth Haas, Ph.D.  
 \*\*Pau Atela, Ph.D.  
 Sandra Rhoades, Ph.D.

## Lecturer

Mary Murphy, M.A.T.

A student with three years of high school algebra (the third year may be called analysis, pre-calculus, trigonometry, functions or AP mathematics) but no calculus should enroll in Calculus I (111). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Power Series and Effective Computation (114) in her first year. If a student has a year of BC calculus, she may omit Power Series and Effective Computation.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus, and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Trigonometry (101).

Basic Statistics (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112, or 114 for credit.

Students who are interested in majoring in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules. For further information, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

## 101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b. **[M]**

8 credits

*Mary Murphy*

M W F 11 a.m.–12:10 p.m.; lab to be arranged

## 102a Pre-Calculus Mathematics

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For students who need additional preparation before taking calculus. **[M]**

4 credits

*Sandra Rhoades, Pau Atala*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.

### 102b Pre-Calculus Mathematics

A repetition of 102a. **[M]**

4 credits

*Mary Murphy*

M W F 10-10:50 a.m., lab Th 4-5:30 p.m.

### 105b Introductory Colloquium in Mathematics I

This course provides a place where intuition and creativity play as large a role as reasoning and analytic skills in the exploration of mathematics. We will use hands-on activities and other means to reveal interesting mathematical structures present in the world. Examples arise in Escher drawings, crystals, English change-ringing, codes, molecular structures, Rubik's cube and quantum mechanics. These mathematical structures (called groups) will be explored both in their own right and as they relate to the world. Students from all disciplines are welcome. There are no prerequisites. **[M]**.

4 credits

*Sandra Rhoades*

T Th 9-10:20 a.m.

### 107a Basic Statistics with Applications

An introduction to statistics that teaches broadly relevant concepts, and students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial, Poisson and normal probability distributions; point and interval estimates of means and proportions; one- and two-sample tests for means and proportions; principles of experimental design, analysis of variance and regression analysis. Students choose between the Tuesday lab for biology majors and the Thursday lab for those with other interests. A strong background in high-school algebra is a prerequisite. Enrollment in lab sections limited to 15. **[M]**

4 credits

*Katherine Halvorsen, Stephen Tilley*  
(Biological Sciences)

M W F 1:10-2:30 p.m.; lab T or Th 1-2:50 p.m.

### 111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is

emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. **[M]**

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 10-10:50 a.m., Th 4-4:50 p.m.; M W F 11 a.m.-12:10 p.m.; M W F 1:10-2:30 p.m.

### 111b Calculus I

A repetition of 111a. **[M]**

4 credits

*Members of the Department*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 10-10:50 a.m., Th 4-4:50 p.m.

### 112a Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent. **[M]**

4 credits

*Members of the Department*

M W F 10-10:50 a.m., Th 4-4:50 p.m.; M W F 11 a.m.-12:10 p.m.

### 112b Calculus II

A repetition of 112a. **[M]**

4 credits

*Members of the Department*

M W F 11 a.m.-12:10 p.m.; T Th 9-10:20 a.m.

### 114a Power Series and Effective Computation

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **[M]**

4 credits

*James Callahan, Marjorie Senechal*

M T W F 8-8:50 a.m.; M W F 9-9:50 a.m., Th 8-8:50 a.m.; T Th 9-10:20 a.m.

### 125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus,

combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized, and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration, discrete and continuous dynamical systems, mathematical induction and infinite series. Coursework will be concentrated during the fall. Credits are apportioned eight for the first semester and four for the second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25. Permission of the instructor required. **{M}**

12 credits

*David Cohen*

Fall: M W F 10-10:50 a.m., T Th 1-2:50 p.m., W 7:30-9:30 p.m.

Spring: M W F 11 a.m.-12:10 p.m., W 7:30-9:30 p.m.

### **153a Introduction to Discrete Mathematics**

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}**

4 credits

*Marjorie Senechal*

T Th 10:30-11:50 a.m.

### **153b Introduction to Discrete Mathematics**

A repetition of 153a. **{M}**

4 credits

*Ruth Haas*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 1:10-2:30 p.m.

### **211a Linear Algebra**

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry and others. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested. **{M}**

4 credits

*Sandra Rhoades, Phyllis Cassidy*

M W F 9-9:50 a.m., Th 8-8:50 a.m.; M W F 11 a.m.-12:10 p.m.

### **211b Linear Algebra**

A repetition of 211a. **{M}**

4 credits

*Marjorie Senechal*

M W F 10-10:50 a.m.

### **212a Calculus III**

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently. **{M}**

4 credits

*Patricia Sipe*

M W F 1:10-2:30 p.m.

### **212b Calculus III**

A repetition of 212a. **{M}**

4 credits

*James Henle*

M T W F 8-8:50 a.m.

### **217b Mathematical Structures**

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. Offered in alternate years. **{M}**

4 credits

*James Henle*

T Th 9-10:20 a.m.

### **PHI 202b Symbolic Logic**

### **PHI 220a Logic and the Undecidable**

### **PHY 211b Mathematical Methods of Physical Sciences and Engineering II**

### **222b Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 211a or b, and 212a or b, one of which may be taken concurrently. **{M}**

4 credits

*David Cohen*

M W F 2:40-4 p.m.

### **224b Topics in Geometry**

Topic for 1994-95: Tilings. Tilings have been used for both decorative and practical purposes by human beings since ancient times, as paved floors and decorated walls witness.



The basic question, "Which shapes fit together and in what ways?" is fundamentally a geometrical one. This is the central question of the course, which will cover the elements of tiling theory, the relation between local and global properties, the extension theorem, symmetry and periodic tilings and an introduction to aperiodic tilings. Prerequisites:

211a or b and 212a or b. **[M]**

4 credits

*Marjorie Senechal*

M W F 9-9:50 a.m.

### 225b Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **[M]**

4 credits

*James Callahan*

M W F 11 a.m.-12:10 p.m.

### 233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112a or b or the equivalent, and 211a or b, or permission of the instructor. **[M]**

4 credits

*Phyllis Cassidy*

M W F 1:10-2:30 p.m.

### [238a Topics in Number Theory]

Prerequisite: 153a or b, 211a or b, or permission of the instructor. **[M]**

4 credits

### 243a Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **[M]**

4 credits

*David Cohen*

M W F 2:40-4 p.m.

### 245a Introduction to Probability and Statistics

An introduction to statistical inference: random variables; special distributions (binomial, normal); point and interval estimation; hypothesis testing (type I and type II errors); sampling

distributions (student's t, chi-square); standard parametric as well as nonparametric tests with a wide variety of applications. The mathematical foundations of statistical inference will be discussed along with implications of its interpretation in practice. Prerequisite: 112a or b or the equivalent. **[M]**

4 credits

*Katherine Halvorsen*

M W F 11 a.m.-12:10 p.m.

### 246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 153a or b, or permission of the instructor. **[M]**

4 credits

*Katherine Halvorsen*

M W F 9-9:50 a.m.

### 247b Statistics: Introduction to Regression Analysis

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107b, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b. **[M]**

4 credits

*Katherine Halvorsen*

M W F 9-9:50 a.m.

### CSC 250a Foundations of Computer Science

### 253b Combinatorics and Graph Theory

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor. **[M]**

4 credits

*Ruth Haas*

M W F 10-10:50 a.m.

### [264b Topics in Applied Mathematics]

Prerequisites: 211a or b and 212a or b. **[M]**

4 credits

### [270b Introduction to Numerical Methods]

Application of numerical methods to power

series, roots of equations, simultaneous equations, numerical integration and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal. **[M]**  
4 credits

### **[307a Topics in Mathematics Education]**

Prerequisite: 112a or b, 153a or b, or permission of the instructor. **[M]**  
4 credits

### **325a Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor. **[M]**  
4 credits

*Pau Atela*

M W F 11 a.m.–12:10 p.m.

### **333b Topics in Abstract Algebra**

Topic for 1994-95: An Introduction to Group Characters. Group representations approached through both matrices and module theory. Group characters and their properties, construction of character tables and induced characters. Applications to other areas (e.g., number theory, physics and chemistry) may be explored. Prerequisite: 233a. **[M]**  
4 credits

*Sandra Rhoades*

T Th 10:30–11:50 a.m.

### **343b Topics in Mathematical Analysis**

Topic for 1994-95: To be announced. Prerequisite: 243a or permission of the instructor. **[M]**  
4 credits

*Patricia Sipe*

T Th 1–2:50 p.m.

### **346b Seminar: Mathematical Statistics**

An introduction to mathematical statistics from frequentist and Bayesian perspectives. Topics include maximum likelihood, confidence and Bayesian interval estimation, hypothesis testing, the Neyman-Pearson Paradigm and likelihood ratio tests. Prerequisites: 212 and 246. **[M]**  
½ credits

*Katherine Halvorsen*

M W F 10–10:50 a.m.

### **[350b Topics in the History of Mathematics]**

Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. **[M]**  
½ credits

### **353a Advanced Topics in Discrete Applied Mathematics**

Topic for 1994-95: Combinatorial Topics of Operations Research. The mathematics underlying the applications of mathematics to government and industry: Mathematical modeling; such optimization techniques as linear programming; networks modeled by graphs with values on the edges; the geometry of an  $n$ -variable problem. We will cover both the process of modeling economic problems and the geometry and algebra that drive the mathematical techniques. Prerequisites: 211, 212, 253 or permission of the instructor. **[M]**  
4 credits

*Ruth Haas*

T Th 9–10:20 a.m.

### **[364a Advanced Topics in Continuous Applied Mathematics]**

Prerequisites: 211a or b, 212. **[M]**  
4 credits

### **404a Special Studies**

By permission of the department, for majors who have had at least four semester courses at the intermediate level.  
4 credits

### **404b Special Studies**

4 credits

## **The Major**

**Advisers:** Michael Albertson, Pau Atela, James Callahan, Phyllis Cassidy, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe

**Adviser for Study Abroad:** David Cohen.

Requirements for the major: 40 credits, including 153a or b, 211a or b, and 212a or b. All credits must come from the intermediate (200) level or above, except that eight credits may be counted from 112a or b, 114a or b, 153a or b. At least four credits must be at the advanced (300) level; however, neither [307] nor 404 satisfy this requirement. Up to eight of the required credits may be replaced by twice as many credits from the following courses: AST 337a, 351a, [352b]; CHM 331a, 332b; CSC 240a, 252b, [274b], 390b; PHY 214b, 220a, 222a, 322a, [340b]. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

## The Minor

**Adviser:** Patricia Sipe.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

### Applied Mathematics Minor

153, 212, 222, 225, 233, 245, 246, 247, 253, [264], [270], 325, 353, [364], PHY 211.

### Discrete Mathematics Minor

153, [270], PHI 220, 233, [238], CSC 250, 253, 333, 353.

### Algebra-Analysis-Geometry Minor

153, 212, 217, PHI 220, 224, 233, [238], 243, 325, 333, [342], 343.

### Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Patricia Sipe.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: in addition to the credits required for the major, students must take 431a or 432d (for either eight or 12 credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen

in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

## Graduate

### 580a Special Studies in Topology and Analysis

4 credits

### 580b Special Studies in Topology and Analysis

4 credits

### 581a Special Studies in Modern Geometry

4 credits

### 581b Special Studies in Modern Geometry

4 credits

### 582a Special Studies in Algebra

4 credits



# Medieval Studies

## Advisers and Members of the Medieval Studies Council

**\*\***Alice Clemente, Professor of Spanish and Portuguese and of Comparative Literature  
 Craig Davis, Associate Professor of English Language and Literature, *Director*

Eglal Doss-Quinby, Associate Professor of French Language and Literature  
 Nancy Mason Bradbury, Assistant Professor of English Language and Literature  
 ‡Brigitte Buettner, Assistant Professor of Art

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals. Latin and vernacular literature and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

## The Major

### Basis:

Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for

credit in the major); FRN 253a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b is taken, four credits may be counted toward the basis.

### Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214b) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

### Required Courses:

1. A total of eight semester courses, excluding the basis and the Latin requirement.
2. Six courses at the 200 level or above, as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and 5) one other course (four credits). These six 200-level courses are to be chosen from the list of approved courses below.

**Concentration:**

Three of these courses, including at least one at the 300 level, must be taken in one of the first four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

**The Minor****Required Courses:**

Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

**Latin Requirement:**

The Latin requirement for the minor is the same as for the major.

Approved courses for 1994-95 are as follows:

**Art**

- |       |                     |
|-------|---------------------|
| [221a | Early Medieval Art] |
| [222b | Romanesque Art]     |
| [224b | Gothic Art]         |

**Comparative Literature**

- |       |  |
|-------|--|
| [279b | Women Writers of the Middle Ages]        |
| [309a | Arthurian Literature of the Middle Ages] |

**English**

- |      |                |
|------|----------------|
| 214a | Old English    |
| 215b | <i>Beowulf</i> |
| 216a | Chaucer        |
| 216b | Chaucer        |

**French**

- |       |   |
|-------|---|
| [310a | French Literature of the Middle Ages]                       |
| 391b  | Theme and Form in French Literature: Medieval Lyric Poetry] |

**History**

- |       |   |
|-------|---|
| [219a | Europe in the Age of Migration, 300-1050]   |
| [220b | Europe in the Age of the Commercial Revolution, 1050-1300]                                      |
| 221b  | Social History of European Monasticism  |
| [222a | Early English History]  |
| 223a  | Europe from 1300-1530 and the Civilization of the Renaissance in Italy                          |
| 291a  | Topics in Comparative History: The Plague of Justinian and the Black Death                      |
| 320b  | Early European History to 1300<br>Topic for 1994-95: Romanesque Christianity in Germanic Europe |
| [324a | Topics in European History, 1300-1660]  |

**Interdepartmental**

- |          |  |
|----------|--|
| IDP 326b | Patronage of Music in Renaissance and Early Modern Europe, 1400-1600 |
|----------|--|

**Italian**

- |       |   |
|-------|---|
| 332d  | Dante: <i>Vita Nuova</i> , <i>Divina Commedia</i> |
| [334a | Boccaccio and the Novella]                        |

**Jewish Studies**

- |       |                                      |
|-------|--------------------------------------|
| 224b  | Women in Rabbinic Literature         |
| [285b | Jews and World Civilization 30-1492] |

**Latin**

- |       |                         |
|-------|-------------------------|
| [213b | Virgil, <i>Aeneid</i> ] |
| 214b  | Medieval Latin          |
| 216b  | Poetry of Ovid          |

## Music

- 302a Music in the Middle Ages

## Religion and Biblical Literature

- 231b Eastern Christian Thought and Practice  
 232b Western Christian Thought and Practice (1100-1800)  
 235a Jewish Spirituality: Philosophers and Mystics  
 275a The Islamic Tradition  
 334b Jewish-Christian Relations

## Spanish and Portuguese

- [330b The Epic Tradition: Poems, Chronicles and Ballads]  
 [331a The Structure of the Spanish Middle Ages in Literature  
 332a *El Libro de Buen Amor* and *La Celestina*

### 404a Special Studies

Admission by permission of the instructor and the Medieval Studies Council.  
 4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## Honors

### 431a Thesis

Admission by permission of the Medieval Studies Council.  
 8 credits

Requirements: the same as those for the major, except that the thesis (eight credits), which is to be written during the first semester of the senior year, shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis and a written examination on the area of concentration within the major.



# Music

## Professors

Philipp Otto Naegele, Ph.D.  
 William Petrie Wittig, Mus.M., *Chair*  
 Ronald Christopher Perera, A.M.  
 Peter Anthony Bloom, Ph.D.  
 Donald Franklin Wheelock, M.Mus.  
 \*John Porter Sessions, Mus.M.  
 Richard Jonathan Sherr, Ph.D.  
 \*\*Monica Jakuc, M.S.  
 \*Ruth Ames Solie, Ph.D.  
 Kenneth Edward Fearn, Mus.M.

## Associate Professors

Karen Smith Emerson, M.M.  
 Janet Lyman Hill, M.A.  
 Jane Bryden, M.M.  
 †Raphael Atlas, Ph.D.  
 John Van Buskirk, M.M.

## Assistant Professors

Grant Russell Moss, D.M.A.  
 Lucinda J. Thayer, M.M., Director of Choral Music  
 Margaret Sarkissian, Ph.D.

## Lecturers

Paul Flight, M.M.  
<sup>1</sup>Susanne Dunlap, M.Phil.  
<sup>†</sup>Timothy Johnson  
<sup>2</sup>Daniel Warner

## Teaching Fellows

Melissa Goldsmith  
 Aiko Nomura Lavine  
 Leslie Thayer Piper

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.  
 4 credits

### A. Fundamentals of Music

An introduction to the rudiments of music. Students will explore principles of musical organization basic to Western and selected non-Western traditions. {A}

*Donald Wheelock*, M W F 1:10–2:30 p.m.;  
*Susanne Dunlap*, T Th 10:30–11:50 a.m.

### B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. {A}  
*William Wittig*  
 T 1–2:50 p.m., Th 1–1:50 p.m.

### C. Contemplating Opera

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Don Giovanni*, *Otello*, *Madam But-*

*terfly, Porgy and Bess, Treemonisha, The Yellow Wallpaper.* The work of the course will include viewing operas on videotape. **[A]**

*Richard Sherr*

M W F 10-10:50 a.m.

#### **[D. The Art of Listening]**

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. To be offered in 1995-96. **[A]**

*Ruth Solie*

#### **E. Music and Cross-Cultural Contact**

Is "cultural grey-out" inevitable? Could the world become a "global village"? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon. **[A]**

*Margaret Sarkissian*

M W F 9-9:50 a.m.

#### **100b Colloquia**

4 credits

#### **A. Fundamentals of Music**

A repetition of 100a (A). **[A]**

*Ruth Solie*

T Th 9-10:20 a.m.

#### **B. Music, the Visual Arts and the Media**

A repetition of 100a (B). **[A]**

*William Wittig*

T 1-2:50 p.m., Th 1-1:50 p.m.

#### **[C. Women Composing]**

An exploration of the lives and the music of women who composed in the Western tradition in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments and their access to appropriate education and professional training. **[A]**

#### **D. Music and Gender in Cross-Cultural Perspective**

Using case studies ranging from courtesan

traditions in Asia to heavy metal in the West as points of departure, this course will explore the role of music in processes of socialization, segregation and gender-based power relations. Although the readings will focus primarily on non-Western musics, contemporary manifestations of American popular music culture will also be considered. **[S/A]**

*Margaret Sarkissian*

M W F 9-9:50 a.m.

#### **E. Music in France**

Music in France (by Bizet, Massente, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or "good old days"—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to write about music, students will prepare a series of one-page papers as the bases of discussions of such issues as "Frenchness," "avant-garde," "charme" and the relationship of operatic settings to literary sources. **[A]**

*Peter Bloom*

T 3-4:50 p.m., Th 3-3:50 p.m.

#### **F. Choral Music**

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **[A]**

*Lucinda Thayer*

T Th 10:30-11:50 a.m.

#### **101a Introduction to World Music**

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres and a discussion of contemporary popular musics. **[A]**

4 credits

*Margaret Sarkissian*

M W F 10-10:50 a.m.

## **[102b Classical and Popular Music in the 20th Century]**

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors. Enrollment limited to 40. To be offered in 1995-96. **[A]**

4 credits

## **103a Sight-Singing**

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. **[A]**

1 credit

*Paul Flight*

T Th 1-2:50 p.m.

## **103b Sight-Singing**

A repetition of 103a. **[A]**

1 credit

*Paul Flight*

T Th 1-2:50 p.m.

## **PHY 107b Musical Sound**

### **110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **[A]**

4 credits

*Ronald Perera*, M W F 10-10:50 a.m.; *Donald Wheelock*, M W F 11 a.m.-12:10 p.m.

### **111b Analysis and Repertory**

A continuation of 110a. Prerequisite: 110a or permission of the instructor. **[A]**

4 credits

*Ruth Solie*

M W F 1:10-2:30 p.m.

## **Intermediate and Advanced Courses**

### **200a An Historical Survey of Music**

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to

all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **[A]**

4 credits

*Margaret Sarkissian*

T Th 9-10:20 a.m.

### **201b An Historical Survey of Music**

A continuation of 200a. Western music from the mid-18th century to the 20th century.

Open to students who have had previous musical experience or who have obtained permission of the instructor. **[A]**

4 credits

*Peter Bloom*

T Th 9-10:20 a.m.

### **210a Advanced Tonal Analysis**

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor. **[A]**

4 credits

*Timothy Johnson*

M W F 9-9:50 a.m.

### **[211b Tonal Counterpoint]**

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. To be offered in 1995-96. **[A]**

4 credits

### **220b Area Studies in Ethnomusicology**

Topic for 1994-95: Southeast Asia. This course focuses on the so-called "gong-chime cultures." Although there will be a strong emphasis on the cultures and musics of Indonesia (especially Java) and Malaysia, the musics of Thailand, Burma, Cambodia, Laos and Vietnam will also be considered. No knowledge of Western music theory is required; students will engage in a small amount of non-Western musical analysis, particularly of Central Javanese gamelan forms. Prerequisite: 101 or permission of the instructor. **[S/A]**

4 credits

*Margaret Sarkissian*

M W F 1:10-2:30 p.m.

### **221b Analysis and Repertory: 20th Century**

Study of major developments in 20th-century music. Writing and analytic work including



non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years. **[A]**

4 credits

*Daniel Warner*

M W F 9-9:50 a.m.

### **223a Topics in Performance**

Topic for 1994-95: The songs of Robert Schumann, with particular concentration on *Liederkreis*, *Dichterliebe* and *Frauenliebe und -Leben*. Participation of singers and pianists is encouraged. Admission by permission of the instructors. **[A]**

4 credits

*Jane Bryden, John Van Buskirk*

T Th 10:30-11:50 a.m.

### **233a Composition**

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor. **[A]**

4 credits

*Ronald Perera*

M W F 11 a.m.-12:10 p.m.

### **234b Composition**

A continuation of 233a. Prerequisite: 233a or permission of the instructor. **[A]**

4 credits

*Donald Wheelock*

M W F 1:10-2:30 p.m.

### **[241a English Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1995-96. **[A]**

1 credit

### **[241b German and French Diction for Singers]**

Prerequisite: voice or permission of the instructor. To be offered in 1995-96. **[A]**

1 credit

### **251b The History of the Opera**

History of the form from its inception to the present, with emphasis on selected masterworks. **[H/A]**

4 credits

*Richard Sherr*

M W F 10-10:50 a.m.

### **302a Music in the Middle Ages**

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the 14th century. Prerequisite: 200a or permission of the instructor. **[H/A]**

4 credits

*Richard Sherr*

M W 2:40-4 p.m.

### **[305a Music of the High Baroque]**

Bach, Handel, Rameau and their contemporaries. Prerequisite: 200a or permission of the instructor. To be offered in 1995-96. **[A]**

4 credits

*Richard Sherr*

### **[306a Mozart]**

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor. **[A]**

4 credits

### **307a Beethoven**

A chronological survey of Beethoven's music, concentrating on piano sonatas, string quartets and symphonies. Prerequisite: 201b or permission of the instructor. **[A]**

4 credits

*Peter Bloom*

T Th 9-10:20 a.m.

### **308b Music in the 19th Century**

From the death of Beethoven to the death of Mahler: selected works from the chamber-music, symphonic and operatic repertoires from analytical and historical points of view. Prerequisite: 201b or permission of the instructor. **[A]**

4 credits

*Susanne Dunlap*

M W F 11 a.m.-12:10 p.m.

### **[310b Contemporary Music]**

Webern and the Postwar European Avant-garde.

Prerequisite: 210a. To be offered in 1995-96. **[A]**

4 credits

### **EDC 316b The Teaching of Music**

**325b Writing About Music**

An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. [A]

4 credits  
*Ruth Solie*  
T Th 10:30–11:50 a.m.

**IDP 326b Seminar: Patronage of Music in Renaissance and Early-Modern Europe**

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early 15th to the early 17th centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. [H/A]

4 credits  
*Richard Sherr and Joachim Stieber (History)*  
Th 3–4:50 p.m.

**331b Topics in Theory**

Topic for 1994–95: Conversations among Musical Works. The course will explore pairs or groups of compositions that share some of the same textural, technical or spiritual premises, treating their kinship as a point of departure for inquiry into the individuality of their work. Pieces studied will include piano concerti by Mozart and Beethoven, violin sonatas by Bach and Bartók and late 16th-century madrigals, as well as works by Brahms, Schoenberg, Stravinsky and Clara and Robert Schumann. Prerequisite: 111b. [A]

4 credits  
*Donald Wheelock*  
T 1–2:50 p.m.

**340a Seminar in Composition**

Recommended background: a year of composition study. Admission by permission of the instructor. [A]

4 credits  
*Donald Wheelock*  
To be arranged

**341b Seminar in Composition**

Recommended background: a year of composition. Admission by permission of the instructor. [A]

4 credits  
*Donald Wheelock*  
To be arranged

**345a Electro-Acoustic Music**

Introduction to *musique concrète*, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. [A]

4 credits  
*Ronald Perera*  
T 3–3:50 p.m., Th 3–4:50 p.m.

**404a Special Studies**

In the history of music, or in the theory or analysis of music. By permission of the Department, for juniors and seniors.

4 credits  
**404b Special Studies**  
4 credits

**Graduate Courses**

Requirements for the master of arts degree in music are listed on page 30 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Peter Bloom.

**[502d Proseminar in Music History]**

[A]  
8 credits

**506a Seminar in Renaissance Music**

[A]  
4 credits  
*Richard Sherr*  
Th 3–4:50 p.m.

**[507b Seminar in Baroque Music]**

4 credits

**[509a Seminar in Music of the Romantic Era]**

4 credits

**510b Seminar in Contemporary Music**Webern and His Successors. **[A]**

4 credits

*John Sessions*

W 7:30-9:30 p.m.

**[511b Seminar in the History of Music Theory]**

A study of the principal writers on the theory of music from the Greeks to the early 19th century, with particular emphasis on the interaction between theoretical speculation and musical style. Open to undergraduate music majors by permission of the instructor. **[A]**

4 credits

**580a Special Studies**

4 credits

**580b Special Studies**

4 credits

**580d Special Studies**

8 credits

**590a Research and Thesis**

4 credits

**590b Research and Thesis**

4 credits

**590d Research and Thesis**

8 credits

## Performance

Admission to performance courses, with the exception of conducting, is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the Department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Music 100a or 101b, Fundamentals of Music, or 110a and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments, Wind Instruments:** Candidates for these courses are expected to



play a piece of their own choice.

**Voice:** Candidates for voice are expected to perform a song for solo voice.

**Piano:** Candidates for piano are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to first-year students, but a candidate who demonstrates proficiency in piano may receive permission to register for organ in the first year.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

<b>914d</b>	First year of performance, four credits for the year
<b>924d</b>	Second year of performance, four credits for the year
<b>928d</b>	Second year of performance, eight credits for the year
<b>934d</b>	Third year of performance, four credits for the year
<b>938d</b>	Third year of performance, eight credits for the year
<b>944d</b>	Fourth year of performance, four credits for the year
<b>948d</b>	Fourth year of performance, eight credits for the year

**A Piano**  
**B Organ**  
**C Harpsichord**  
**D Voice**  
**E Violin**  
**F Viola**  
**G Violoncello**  
**H Double Bass**  
**I Viola da Gamba**  
**J Flute**  
**K Recorder**  
**L Oboe**  
**M Clarinet**  
**N Bassoon**  
**O French Horn**  
**P Trumpet**  
**Q Trombone**  
**R Tuba**  
**S Percussion**  
**T Guitar**  
**U Lute**

## **V Harp** **W Other Instruments**

**Piano.** *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

**Organ.** Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

**Harpsichord.** Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

**Voice.** *Karen Smith Emerson, Jane Bryden, Jamée Ard.*

**Violin.** *Philipp Naegele, Janet Hill.*

**Viola.** *Janet Hill.*

**Violoncello.** *John Sessions.*

**Double bass.** (UMass).

**Viola da Gamba.** *Alice Robbins.*

**Wind Instruments.** *William Wittig, flute; Lynn Sussman, clarinet; (UMass), bassoon; Emily Samuels, recorder.*

**Brass Instruments.** (UMass).

**Percussion.** (UMass).

**Guitar.** *Phillip de Fremery (Mount Holyoke).*

**Lute.** *Robert Castellano.*

## **Other Instruments.**

### **901a Chamber Music Ensemble**

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. 1 credit

*Philipp Naegele, Janet Hill; winds to be announced*

### **901b Chamber Music Ensemble**

A repetition of 901a. May be repeated for credit.

1 credit

### **903a Conducting**

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b, and per-

mission of the instructor. Enrollment limited to 10.

2 credits

*Lucinda Thayer*

T Th 3-4 p.m.

### **[904b Conducting]**

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10.

2 credits

### **905b Keyboard Harmony**

The practical application at the keyboard of the basic principles of tonal harmony. Instruction and exercises in playing chord progressions, in score reading and in figured bass.

Prerequisites: 110a, some basic keyboard proficiency, and permission of the instructor.

Enrollment limited to six with preference given to music majors and minors. (E)

2 credits

*John Van Buskirk*

T Th 3-4:50 p.m.

### **974a Topics in Piano**

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to 8.

4 credits

*Kenneth Fearn*

M 7:30-9:30 p.m., plus six hours of private or semi-private instruction per semester.

### **984b Topics in Piano**

A continuation of 974a. Permission of the instructor required. Enrollment limited to 8.

4 credits

*Kenneth Fearn*

M 7:30-9:30 p.m., plus six hours of private or semi-private instruction per semester.

### **DAN 249a The Mindful Body: Resources for Performing and Visual Artists**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a perfor-

mance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E)

2 credits

*Susan Waltner, Monica Jakuc (Music)*

T Th 1-2:30 p.m.

## **Graduate Performance Courses**

Graduate performance courses carry the following numbering sequence, credits and section letters:

<b>954d</b>	First year of performance, four credits for the year
<b>958d</b>	First year of performance, eight credits for the year
<b>964d</b>	Second year of performance, four credits for the year
<b>968d</b>	Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

**Piano**  
**Organ**  
**Harpsichord**  
**Voice**  
**Violin**  
**Viola**  
**Violoncello**  
**Viola da Gamba**  
**Wind Instruments**  
**Other Instruments**

### **Chamber Orchestra**

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

### **Smith College Student Orchestra**

One concert each semester. Open by audition to Smith students and to students at the other four colleges. Rehearsals on Tuesdays and some Thursdays.

## Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students.

**College Choir Alpha:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**College Choir Omega:** open to first-year students and sophomores, and, in some cases, juniors and seniors.

**Chamber Singers:** open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Lucinda Thayer, Director.*

## The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Peter Bloom.

Basis for the major: 110a, 111b, 200a, and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b; two further courses in music theory, analysis, or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210a and any seminar.

## The Minor

**Advisers:** Same as for the major.

Basis: 110a, 111b, and 200a or 201b.

Requirements: six semester courses: 110a, 111b, 200a or 201b, and three further classroom courses, no more than two of which may be colloquia.

## Honors

**Director:** Ronald Perera.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.



# Neuroscience

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## Advisers

Richard Olivo, Professor of Biological Sciences, *Director (second semester)*  
 Mary Harrington, Assistant Professor of Psychology  
 Beth Powell, Lecturer in Psychology, *Acting Director (first semester)*

## Other Participating Faculty

†Virginia Hayssen, Associate Professor of Biological Sciences  
 Margaret Olivo, Professor of Biological Sciences  
 Jeanne Powell, Professor of Biological Sciences  
 Stefan Bodnarenko, Assistant Professor of Psychology  
 Ann Hennessy, Assistant Professor of Psychology

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The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: four core courses:

PSY 211a Physiological Psychology  
 BIO 256a Animal Physiology and optional laboratory BIO 257a  
 BIO 330b Neurophysiology and required concurrent laboratory BIO 331b  
 PSY 311a Neuroanatomy

Plus two electives chosen from the following

BIO 230a Cell Biology  
 PSY 212b Developmental Psychobiology  
 BIO 346b Developmental Biology and required concurrent laboratory BIO 347b  
 BIO 352a Animal Behavior and required concurrent laboratory BIO 353a  
 PSY 312a Research Seminar in Behavioral Neuroscience  
 PSY 316b Seminar in Biopsychology  
 BIO 366b Topics in Cellular Biology: Vision

(Note that all of these courses have prerequisites; see departmental listings.)

# Philosophy

## Professors

Murray James Kiteley, Ph.D.  
 Kathryn Pyne Addelson, Ph.D.  
 \*\*Malcolm B.E. Smith, Ph.D., J.D.  
 Thomas Tymoczko, Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and Philosophy)  
 John M. Connolly, Ph.D.  
 Elizabeth V. Spelman, Ph.D., *Chair*  
 (Philosophy and Women's Studies)

## Assistant Professors

\*Nalini Bhushan, Ph.D.  
 Susan Levin, Ph.D.

## Lecturer

<sup>†</sup>Ifeanyi Menkiti, Ph.D.

## Research Associates

Jesús Alcolea Banegas, Ph.D.  
 Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

## LOG 100a Valid and Invalid Reasoning: What Follows from What?

*Thomas Tymoczko, James Henle*  
*(Mathematics)*

Lec. M W 11 a.m.–12:10 p.m.; dis. F 11 a.m.–12:10 p.m.

## 100b Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. **(H/S)**  
 4 credits

*Susan Levin, Elizabeth V. Spelman*

Lec. M W 10–10:50 a.m.; dis. A: Th 4–4:50 p.m.; B: Th 4–4:50 p.m.; C: F 10–10:50 a.m.

## 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **(H/M)**  
 4 credits

*Murray Kiteley, Susan Levin*

M W F 11 a.m.–12:10 p.m.

## [125b History of Modern Philosophy]

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. To be offered in 1995–96. **(H/M)**  
 4 credits

## 200b Philosophy Colloquium

Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional for minors. Normally taken in the sophomore year.

4 credits

*Kathryn Pyne Addelson and Members of the Department*

T Th 10:30–11:50 a.m.

## 202b Symbolic Logic

Symbolic logic is an important tool of con-

temporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **[M]**  
2 credits

*Thomas Tymoczko*

M W 11 a.m.–12:10 p.m., F at option of the instructor

### **203b Topics in Symbolic Logic**

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202.

Topic for spring 1995: Vagueness, Predication and Paradox. After the initial meeting, the course will meet for the second half of the semester only. (E) **[M]**

2 credits

*Thomas Tymoczko*

M W 11 a.m.–12:10 p.m., F at option of the instructor

### **MTH 217b Mathematical Structures**

### **PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

### **[210b Issues in Recent and Contemporary Philosophy]**

### **211a The Philosophy of Ludwig Wittgenstein**

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202.

4 credits

*Thomas Tymoczko*

M W F 11 a.m.–12:10 p.m.

### **220a Logic and the Undecidable**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. **[M]**

4 credits

*Thomas Tymoczko*

T Th 10:30–11:50 a.m.

### **PPY 221b Language**

See Interdepartmental and Extradepartmental Course Offerings.

### **222a Ethics**

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **[H/S]**

4 credits

*Malcolm B.E. Smith*

M W 2:40–4 p.m.

### **224b Philosophy and History of Scientific Thought**

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science construct or describe reality? What are the social influences on science? **[N]**

4 credits

*Jill de Villiers*

M W F 11 a.m.–12:10 p.m.

### **[226a Topics in the History of Philosophy]**

4 credits

### **[230b American Philosophy: The Classical Period]**

Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey and G.H.

Mead. Enrollment limited to 25. **[M]**

4 credits

### **233b Aesthetics**

Why does art matter to philosophy? What have philosophers said about art? This course will investigate general theories of art by focusing on the visual arts and on literature. It will make extensive use of the collections of the Smith College Art Museum. **[S/M/A]**

4 credits

*Thomas Tymoczko, Nalini Bhushan*

M W F 1:10–2:30 p.m.

### **234a Philosophy and Human Nature: Theories of the Self**

Topic for 1994–95: Emotion. What have philosophers in the western tradition had to say about the role emotions play in our lives? About the role they ought to play in our lives? To what extent are we assigned a kind of emotional repertoire on the basis of our



sex, race and class? What political, social and economic functions are served by such assignments? **[S]**

4 credits

*Elizabeth V. Spelman*

T Th 10:30-11:50 a.m.

### **235b Morality, Politics and the Law**

A critical discussion of the relations among morality, politics and the law, especially through examination of the different ways moral, political and legal contexts shape the analysis of an issue. **[S]**

4 credits

*Elizabeth V. Spelman*

M W 2:40-4 p.m.

### **236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. **[N]**

4 credits

*Jill de Villiers*

T Th 9-10:20 a.m.

### **[237a 19th-Century Philosophy]**

Topic: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. To be offered in 1995-96.

4 credits

### **240b Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature and moral reform and moral revolution, as they relate to women. Not open to first-year students. Enrollment limited to 40. **[S]**

4 credits

*Kathryn Pyne Addelson*

T Th 3-4:15 p.m.

### **[245a Philosophy of Law: Property]**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students.

4 credits

### **[250a Epistemology]**

4 credits

### **[250b Epistemology]**

Topic: Ways of Knowing. What is the ecology of knowledge systems? Can "traditional science" compete with "modern science"? This course develops a framework for studying "dissenting sciences" by tracing the movement from alchemy to modern, Western ways of knowing, then takes up cases from the United States, Africa, the Indian subcontinent and China. Enrollment limited to 25. May be repeated for credit by previous students in PHI 250. To be offered in 1995-96.

4 credits

### **260a Theory of Interpretation**

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Heidegger, Gadamer, Hirsch and others.

**[H]**

4 credits

*Susan Levin*

M W 2:40-4 p.m.

### **262a Meaning and Truth**

An examination of the central topics in the semantics of natural language. These topics and the associated problems and theories will be organized under the two major headings of meaning and truth.

4 credits

*Murray Kiteley, Merrie Bergmann*

M W 1:10-2:30 p.m., F at the option of the instructor

### **REL 263b Philosophy of Religion**

### **[REL 269b Phenomenology and Existentialism]**

### **[304b Colloquium in Applied Ethics]**

Topic: Moral Passages: Issues in Reproduction and Procreation. Moral theory as applied to topics such as teen pregnancy, sex education, genetic counseling and engineering, abortion, in vitro fertilization and surrogate motherhood. Moral issues will be defined from perspectives of the woman and her intimates, reformers, medical workers, scientists and ethicists. Enrollment limited to 20. To be offered in 1995-96.

4 credits

**305a Seminar: Topics in Feminist Theory**

Topic for 1994-95: Gender and Human Identity. An examination of the definition and foundations of gender and its relation to race and class as components of human identity. Attention to the political, legal and economic conditions which affect and are affected by the meanings of these dimensions of identity. Prerequisites: at least one course from the philosophy, feminism and society concentration in the philosophy minor, or permission of the instructor. [S]

4 credits

*Elizabeth V. Spelman*

T 3-4:50 p.m.

**[310b Seminar: Recent and Contemporary Philosophy]**

4 credits

**[322b Topics in Advanced Logic]**

4 credits

**324b Topics in Ancient Philosophy**

Topic for 1994-95: Aristotle. The seminar will focus on key aspects of Aristotle's thought and their interrelations. Where pertinent, attention will be given to his relation to earlier Greek philosophy. Readings to be drawn from his treatises on physics, biology, ethics, poetics, metaphysics and philosophy of mind. Strongly recommended background: PHI 124 or the equivalent. [H]

4 credits

*Susan Levin*

W 7:30-9:30 p.m.

**326a African Philosophy**

An exploration of basic African philosophical concepts and principles, including the systemic interpretation of Bantu thought and the comparative study of the relationships between philosophy and ideologies. Preference given to juniors and seniors. Recommended: either a background in African studies (history, literature, anthropology, etc.) or in philosophy. Enrollment limited to 22. (E) [H/S]

4 credits

*Ifeanyi Menkiti*

Th 3-4:50 p.m.

**331a Seminar: Belief, Knowledge and Perception**

Selected topics in the theory of knowledge and perception. [S/M]

4 credits

*Murray Kiteley, Thomas Tymoczko*

T Th 1-2:50 p.m.

**[334a Seminar: Mind]**

Topic: First Person Authority. What determines the content of a thought? Does it depend only upon the thinker or does it also depend in an essential way upon the physical and social environment in which the thinker is situated? Are our introspective pronouncements about the content of our own thoughts the ultimate authority or can we be mistaken? To be offered in 1995-96.

4 credits

**362b Seminar: Philosophy of Language**

A study of the basic concepts involved in language such as meaning, reference, truth, interpretation and conceptual systems. Does each language bring with it a distinct conceptual system? Could there be conceptual systems radically different from ours? Recommended: two intermediate philosophy courses. [S/M]

4 credits

*Nalini Bhushan*

T 3-4 p.m., Th 3-4:50 p.m.

**[390b Colloquium for Seniors]**

A course requiring extensive prior preparation, and focusing on a close study of central, book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only. To be offered in 1995-96.

4 credits

**400a Special Studies**

For senior majors, by arrangement with the department.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**408d Special Studies**

For senior majors, by arrangement with the department.

8 credits

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Elizabeth V. Spelman.

Requirements: 10 semester courses in Philosophy including two courses in the history of

philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (222, 233, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 230, 234, 250); Language, Logic and Science (220, PPY 221, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses.

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

## The Minor

**Advisers for the Minor:** Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

### Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310.

### Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: 100, LOG 100, or PHI 200, 202, 124, 125.

In addition to the basis, three courses from among the following: 222, 224, 233, 234, 235, REL 269b, 304, 310, and 334.

### Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: 100, LOG 100 or PHI 200, 202, 124, and 125.

In addition to the basis, three courses from among the following: 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

## Honors

**Directors:** Murray Kiteley, Thomas Tymoczko.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

## Graduate

**Advisers:** Members of the Department.

### 580a Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.  
4 or 8 credits

### 580b Advanced Studies

4 or 8 credits

### 580d Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.  
8 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits



# Physics

## Professors

Malgorzata Zielinska-Pfabé, Ph.D., *Chair*  
 Melvin S. Steinberg, Ph.D.  
 Piotr Decowski, Ph.D.

## Associate Professors

\*\*Doreen A. Weinberger, Ph.D.  
 Nalini Easwar, Ph.D.

## Assistant Professor

Nathanael A. Fortune, Ph.D.

## Lecturer

<sup>2</sup>Janet Van Blerkom, Ph.D.

## Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115a and 116b and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the Department at the beginning of their first year about taking a more advanced course in place of 115a and 116b.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115a and 116b for credit.

### 105a Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for nonscience majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included. [N]

4 credits

*Nathanael A. Fortune*

M W F 1:10–2:30 p.m.

### [106a The Cosmic Onion: From Quantum World to the Universe]

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. To be offered in 1995–96. (E) [N]

4 credits

### 107b Musical Sound

This course for non-science majors explores the physical basis of musical sound. Sample topics: synthesized sound, musical instruments, stereo components, perception of tone, auditorium acoustics, musical scales and intervals. [N]

4 credits

*Janet Van Blerkom*

M W F 1:10–2:30 p.m.

### 115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. [N]

5 credits

*Doreen Weinberger*

M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m. or W 1:10–4 p.m.

**115b General Physics**

A repetition of 115a. [N]

5 credits

*Nathanael A. Fortune*

M W F 11 a.m.–12:10 p.m.; lab W 1:10–4 p.m.  
or Th 1–3:50 p.m.

**116b General Physics**

A continuation of 115a. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115a or permission of the instructor. [N]

5 credits

*Malgorzata Zielinska-Pfabé*

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.  
or W 1:10–4 p.m.

**210a Mathematical Methods of Physical Sciences and Engineering I**

Choosing and using mathematical tools to solve problems in physical sciences. Topics include: complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. [N]

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

**211b Mathematical Methods of Physical Sciences and Engineering II**

Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211, and 212 or permission of the instructor. [N]

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9–9:50 a.m., Th 8–8:50 a.m.

**214b Electricity and Magnetism**

Electric and magnetic fields, DC and AC electric circuits. Prerequisite: 115a and 116b or the equivalent. [N]

4 credits

*Piotr Decowski*

M W F 11 a.m.–12:10 p.m.

**220a Classical Mechanics**

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and 116b or permission of the instructor. [N]

4 credits

*Doreen Weinberger*

M W F 1:10–2:30 p.m.

**222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115a and 116b or permission of the instructor. [N]

4 credits

*Piotr Decowski*

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.

**224b Electronics**

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and 116b or permission of the instructor. [N]

4 credits

*Nalini Easwar*

T Th 9–11:50 a.m., and one hour discussion session to be arranged

**299a Current Topics in Physics**

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. [N]

1 credit

*Malgorzata Zielinska-Pfabé*

W 2:40–4 p.m.

**[312b Optics]**

Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 115a, 116b, 222a or permission of the instructor. Offered in alternate years. To be offered in 1995–96. [N]

4 credits

*Doreen Weinberger*

**[322a Nuclear and Particle Physics]**

Prerequisites: 210a, 214b, 222a. Offered in alternate years. To be offered in 1995–96. [N]

4 credits

*Piotr Decowski*

**332a Solid State Physics**

The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210a,

214b, 222a. Offered in alternate years. {N}

4 credits

*Nalini Easwar*

M W F 11 a.m.–12:10 p.m.

### **337j Introduction to Optics of Surfaces and Scattering Theory**

This course is intended for students interested in learning the basic optics of how light interacts with surfaces. Primary topics to be covered will include surface roughness; measurements of roughness; and an introduction to scattering theory. The course will include a significant laboratory component. Prerequisite: one year of introductory physics. (E). {N} 2 credits

*Jean Bennett (Five College Visiting Professor)*

To be arranged

### **[340b Quantum Mechanics]**

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 220b and 222a.

To be offered in 1995–96. {N}

4 credits

*Doreen Weinberger*

### **[348a Thermal Physics]**

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210a, 220b, 222a. Offered in alternate years. To be offered in 1995–96. {N}

4 credits

### **350a Advanced Physics Laboratory**

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214b, 220b, and 222a. {N}

1 to 3 credits

*Piotr Decowski, Nalini Easwar*

Th 1–4:50 p.m.

### **350b Advanced Physics Laboratory**

A repetition of 350a. {N}

1 to 3 credits

*Piotr Decowski, Nalini Easwar*

Th 1–4:50 p.m.

### **400a Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics.

1 to 4 credits

### **400b Special Studies**

Same as 400a or may be a repetition of 400a, with permission of the instructor.

1 to 4 credits

## **The Major**

**Advisers:** Piotr Decowski, Nalini Easwar, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

**Adviser for Study Abroad:** Piotr Decowski.

The following courses are required: 115a, 116b, 210, 211, 214, 220, 222, 224, [340] and one more 300-level physics course. In addition, 299a and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

## **The Minor**

**Advisers:** Members of the Department.

The minor in physics consists of: 115a, 116b, 222a and at least two additional 200- or 300-level physics courses.

## **Honors**

**Director:** Malgorzata Zielinska-Pfabé.

### **430d Thesis**

8 credits

### **432d Thesis**

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year.

An oral defense of the honors thesis.



# Political Economy

## Advisers

Martha Ackelsberg, Professor of Government  
 Philip Green, Professor of Government, *Director*  
 †Richard Fantasia, Associate Professor of Sociology  
 Thomas Riddell, Associate Professor of Economics  
 Cynthia Taft Morris, Professor of Economics  
 Andrew Zimbalist, Professor of Economics

## 404a Special Studies

4 credits

## 404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

### 1. Theory:

- [ECO 225a Political Economic Analysis]
- ECO 256b Marxian Political Economy
- [ECO 257b Growth and Crisis in the United States Economy]
- GOV 242b The Politics of International Economic Relations

GOV 263a Political Theory of the 19th and 20th Centuries

GOV 366a Seminar: Ideology, Culture and Politics

### 2. History:

ECO 208b European Economic Development

[ECO 283a American Economic History: Colonial Times to 1870]

[ECO 285a American Economic History: 1870-1980]

[SOC 316b Seminar: Protest, Rebellion and Collective Action]

### 3. Contemporary Applications:

ECO 209a Comparative Economic Systems

ECO 220b Labor Relations and Economic Performance

ECO 222a Women's Labor and the Economy

ECO 224b Environmental Economics

GOV 204a Urban Politics

GOV 333b Seminar: The Politics of Capitalism

SOC 212a Class and Society

4. Special Studies (PEC 404a, b), to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

# Psychology

## Professors

Robert Teghtsoonian, Ph.D.  
 Frances Cooper Volkmann, Ph.D.  
 Peter Benedict Pufall, Ph.D.  
 Faye Crosby, Ph.D.  
 \*\*Donald Baldwin Reutener, Jr., Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 Peter A. de Villiers, Ph.D.  
 Randy O. Frost, Ph.D., *Chair*

## Adjunct Professor

Joan E. Morgenthau, M.D.

## Associate Professors

Fletcher A. Blanchard, Ph.D.  
 †Donna Kiyo Nagata, Ph.D.  
 †Philip K. Peake, Ph.D.

## Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

## Assistant Professors

Mary Harrington, Ph.D.  
 Brenda Allen, Ph.D.  
 Nancy Grote, Ph.D.  
 Stefan Bodnarenko, Ph.D.  
 Ann C. Hennessey, Ph.D.

## Instructor

Annabel Prins, M.S.

## Lecturer

Beth Powell, Ph.D.

## Assistant in Statistics

David Palmer, Ph.D.

## Research Associates

Roberta Collard, Ph.D.  
 George M. Robinson, Ph.D.  
 Martha Teghtsoonian, Ph.D.

Unless otherwise indicated, 111a or b is a pre-requisite for every further course, including 112 and 113.

## Introductory Courses

### 111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Discussion sections limited to 25. Students are free to attend either lecture hour; they must section for discussion. {N}  
 4 credits

*Peter Pufall, Director*

Lec. M W F 9-9:50 a.m. or M W F 10-10:50 a.m.

Section A: W 11-11:50 a.m.

Section B: W 1:10-2 p.m.

Section C: W 2:40-3:30 p.m.

Section D: Th 10:30-11:20 a.m.

Section E: Th 1-1:50 p.m.

Section F: Th 3-3:50 p.m.

Section G: F 11-11:50 a.m.

Section H: F 1:10-2 p.m.

Section I: F 2:10-3 p.m.

### 111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). {N}  
 4 credits

*Peter de Villiers, Director*

Section A: M W F 9-10:10 a.m.

Section B: M W F 11 a.m.-12:10 p.m.

Section C: M W F 1:10-2:20 p.m.

Section D: M W F 2:40-3:50 p.m.

### 112a Introduction to Research Methods

Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhu-

man organisms. Prerequisite: 111a or b. **[N]**

4 credits

*Frances Volkmann, Director*

Section A: M W 10-11:50 a.m.

*Frances Volkmann*

Section B: M W 1:10-3 p.m.

*Frances Volkmann*

Section C: T Th 8:30-10:20 a.m.

*Donald Reutener*

Section D: T Th 1-2:50 p.m.

*Donald Reutener*

### **112b Introduction to Research Methods**

A repetition of 112a. **[N]**

4 credits

*Frances Volkmann, Director*

Section A: M W 8-9:50 a.m.

Section B: M W 10-11:50 a.m.

Section C: M W 1:10-3 p.m.

Section D: T Th 8:30-10:20 a.m.

Section E: T Th 1-2:50 p.m.

### **113a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems.

Prerequisite: 111a or b or permission of the instructor. Enrollment limited to 40. Lab size limited to 10 students. **[M]**

4 credits

*Brenda Allen*

Lec. M W F 11 a.m.-12:10 p.m.; lab to be arranged

### **113b Statistical Methods in Psychology**

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10 students. **[N/M]**

4 credits

*Fletcher Blanchard*

Lec. M W F 11 a.m.-12:10 p.m.; lab to be arranged

## **General Courses**

### **PPY 209b Philosophy and History of Psychology**

*Peter Pufall*

See Interdepartmental and Extradepartmental Course Offerings.

### **ESS 220b Psychology of Sport**

4 credits

*Donald Siegel*

M W F 11-11:50 a.m.

### **266b Psychology and Women**

Exploration of the existence, origins and implications of the behavioral similarities and differ-

ences between women and men and of the psychological realities of women's lives and occupational status. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women and to the interaction between sexism and racism in our society. Enrollment limited to juniors and seniors. **[S/N]**

4 credits

*Faye Crosby*

M W F 11 a.m.-12:10 p.m.

### **267b Psychology of the Black Experience**

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b. **[S/N]**

4 credits

*Brenda Allen*

M W 2:40-4 p.m.

### **303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computational procedures employed. Prerequisites:

113a or b or SSC 190a or b, and 112a or b or permission of the instructor. Enrollment limited to 16. **[N/M]**

4 credits

*Brenda Allen*

M W F 2:40-4 p.m.

### **320b Seminar in Environmental Psychology**

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. **[N]**

4 credits

*Robert Teghtsoonian*

T 3-4:50 p.m.



### 366b Seminar: Topics in the Psychology of Women

Topic for 1994-95: Gender, Education and Employment. Imagine that you can set policies for the United States. Knowing what you know about human nature, what educational and occupational policies would you devise to reduce sex discrimination in employment? To conduct the exercise in imagination, we first review some psychological theories and look at what is known about the place of women in the economy. We then search for more information. **[S/N]**

4 credits

*Faye Crosby*

Th 1-2:50 p.m.

## Psychological Processes

### 210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question "Why did she or he do that?" Theory and research from three interacting and complementary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor. **[N]**

4 credits

*Donald Reutener*

M W 1:10-2:30 p.m.

### [216b Perception]

Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **[N]**

4 credits

### 218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **[N]**

4 credits

*Jill de Villiers*

T Th 1-2:50 p.m.

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 224b Learning and Behavior Change: Methods, Theory and Practice

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in an experienced rat and will experiment with instructional technology with humans. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **[N]**

4 credits

*David Palmer*

M W F 9-9:50 a.m.

### 313a Seminar in Psycholinguistics

Topic for 1994-95: Language and Cognitive Development. A consideration of the ways that language and thought interact in the development of the young child. How does the child acquire the concepts and words for objects, causality, number, actions, time, space and mental events? Prerequisites: PSY 233, or PHI 236, or PPY 221. **[N]**

4 credits

*Jill de Villiers*

W 1:10-3 p.m.

### 314a Seminar in Foundations of Behavior

Topic for 1994-95: Self-Control—Cognitive and Behavioral Analyses. Discussion of the nature of self-control and impulsiveness including cognitive, behavioral, developmental and social/personality variables. Topics will include self-management and behavioral programs, writers' block, impulsiveness and delinquency and programs to develop self-control in autistic individuals. Permission of the instructor is required. **[N]**

4 credits

*Peter de Villiers*

T 1-2:50 p.m.

## Physiological Psychology

### 211a Physiological Psychology

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal

and clinical cases. Major topics include the biological basis of sexual behavior, sleep, feeding, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 111a or b, or an introductory BIO course. [N]

4 credits

*Beth Powell*

M W F 11 a.m.-12:10 p.m.

### **212b Developmental Psychobiology**

A study of physiological and behavioral changes that accompany development. Embryonic development of the nervous system, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. [N]

4 credits

*Ann Hennessey*

T Th 9-10:20 a.m.

### **311a Neuroanatomy**

A survey of the organization of the mammalian brain and behavioral changes associated with brain damage or hormonal alterations. Laboratory covers research techniques in physiological psychology. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. [N]

4 credits

*Mary Harrington and Stefan Bodnarenko*

T Th 10:30-11:50 a.m.; lab T 1-4 p.m.

### **312a Research Seminar in Behavioral Neuroscience**

Topic for 1994-95: To be announced. Prerequisites: 112a or b, 211a and permission of the instructor. [N]

4 credits

*Ann Hennessey*

W 1-4 p.m.

### **316b Seminar in Biopsychology**

Advanced study of selected brain-behavior relations. Topic for 1994-95: to be announced. Prerequisite: 211a and permission of the instructor. [N]

4 credits

*Stefan Bodnarenko*

M 7:30-9:30 p.m.

## **Developmental Psychology**

### **Director of the Child Study Committee:**

Peter Pufall.

### **233b Child Development**

A review of theory and research of the development of social, cognitive and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial and cultural influences. One observational hour per week in the Campus School, to be arranged. [S/N]

4 credits

*Peter Pufall*

M W F 1:10-2:30 p.m.

### **EDC 238a Educational Psychology**

### **241a Psychology of Adolescence**

Exploring adolescents' developing identity and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase.

[S/N]

4 credits

*Faye Crosby*

M W F 11 a.m.-12:10 p.m.

### **[243b Adult Development]**

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence and psychological adjustment to the myths and realities of age.

[S/N]

4 credits

### **333b Seminar in Child Development**

Topic for 1994-95: Culture and Child Development. Prerequisite: 233b or permission of the instructor. [N]

4 credits

*Brenda Allen*

T 1-2:50 p.m.

### **335a Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and

action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16. [N]

4 credits

*Peter Pufall*

T Th 9-10:20 a.m.

### **[340b Seminar in Gender and the Life Course]**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity and intimacy and sexuality? Permission of the instructor is required. [S/N]

4 credits

## **Clinical Psychology**

### **EDC 239b Counseling Theory and Education**

#### **252a Abnormal Psychology**

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. [N]

4 credits

*Randy Frost*

M W F 9-9:50 a.m.

#### **254b Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 252. [N]

4 credits

*Annabel Prins*

T Th 10:30-11:50 a.m.

### **352b Seminar in Advanced Clinical Psychology**

Topic for 1994-95: The Psychological Impact of Trauma. Consideration of the psychological consequences of severe trauma. Special emphasis

will be placed on post-traumatic stress disorder (PTSD) in Vietnam combat veterans and in adult survivors of sexual assault. Models of PTSD and treatment outcome studies will be reviewed. Prerequisite: 252. [N]

4 credits

*Annabel Prins*

W 7:30-9:30 p.m.

### **354b Seminar in Advanced Abnormal Psychology**

Topic for 1994-95: Obsessive Compulsive Disorders. An examination of theory and research on obsessive compulsive disorder and related issues. Focus will be on epidemiology, theoretical models and treatment modalities. Prerequisite: 252 or 254. [N]

4 credits

*Randy Frost*

Th 7:30-9:30 p.m.

### **358b Experimental Investigation in Clinical Psychology**

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252. [N]

4 credits

*Randy Frost*

T Th 1-2:50 p.m.

## **Social and Personality Psychology**

### **270b Social Psychology**

The study of social behavior considered from a psychological point of view. Topics include social cognition, interpersonal behavior and intergroup behavior. [N]

4 credits

*Fletcher Blanchard*

M W F 10-10:50 a.m.

### **[271b Psychology of Personality]**

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. [N]

4 credits

### **278b Behavior in Organizations**

The application of social psychological theory and research findings to understanding and



managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270 or permission of the instructor. **[S/N]**

4 credits

*Frances Volkmann*

T Th 1-2:50 p.m.

### **370a Seminar in Social Psychology**

Topic for 1994-95: Social Psychology of Racism. Consideration of the causes and consequences of prejudice and discrimination. Prerequisite: 270 or 271; 112a or b and 113a or b are strongly recommended. **[N]**

4 credits

*Fletcher Blanchard*

T 3-4:50 p.m.

### **[371b Seminar in Personality]**

Prerequisite: 270 or 271. **[N]**

4 credits

### **372a Experimental Study of Social Behavior**

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites:

112a or b and either 270 or 271. Enrollment limited to 16. **[N]**

4 credits

*Fletcher Blanchard*

T Th 1-2:50 p.m.

### **[373b Personality Assessment and Research]**

Prerequisites: 112a or b and either 270 or 271 or permission of the instructor. **[N]**

4 credits

### **404a Special Studies**

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

4 credits

### **404b Special Studies**

4 credits

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B-F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A-F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## **The Minor**

**Advisers:** Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory course or a seminar.

## **Honors**

**Director:** To be announced.

Basis: 111a or b, 112a or b, 113a or b, and one other semester course.

### **431a Thesis**

8 credits

**432d Thesis**

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

# Public Policy

## Director

Donald Baumer, Professor of Government

## Advisers

Randall Bartlett, Professor of Economics

\*John Burk, Professor of Biological Sciences

\*H. Allen Curran, Professor of Geology

Deborah Haas-Wilson, Associate Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

### [GOV 207a Politics of Public Policy]

To be offered in 1995-96.

4 credits

*Donald Baumer (Government)*

### IDP 208a Women's Medical Issues

4 credits

*Barbara Brehm-Curtis (Exercise and Sport Studies), Leslie Jaffe (Health Services)*

T Th 10:30-11:50 a.m.

### 220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. [S]

4 credits

*Randall Bartlett (Economics)*

M W F 11 a.m.-12:10 p.m.

### ECO 224b Environmental Economics

4 credits

*Mark Montgomery (Economics)*

M W F 9-9:50 a.m.

### [250a Race and Public Policy in the United States]

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. To be offered in 1995-96. [S]

4 credits

*Randall Bartlett (Economics)*

### 254b Agriculture and Public Policy in the United States

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers. Lectures and discussions will be augmented with films and field trips. [S/N]

4 credits

*Philip Reid (Biology), Donald Baumer (Government)*

M W F 11 a.m.-12:10 p.m.



### 260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect

An examination of human-induced changes in Earth's atmosphere, focusing on two topics, ozone depletion and the greenhouse effect, and stressing scientific understanding of the phenomena and their implications for public policy. Topics include: the composition and structure of Earth's atmosphere; the chemistry of atmospheric ozone; the Antarctic ozone hole; policy responses, including the Montreal protocol; the greenhouse effect on Earth and on the planet Venus; evidence for increases in the concentration of carbon dioxide and other greenhouse gases; carbon dioxide and past climate variations; the debate about the causes and consequences of increasing carbon dioxide concentrations; possible policy responses; scientific and policy challenges of the 21st century. Prerequisites: 220 and an introductory science course or permission of the instructor. (E) [S/N]  
4 credits

*Richard White (Astronomy)*

M W 2:40-4 p.m.

### 303b Seminar in Public Policy of Marine and Coastal Resources

A discussion of the nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics may include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. [N]  
4 credits

*Allen Curran (Geology), John Burk (Biology)*

T 1-2:50 p.m.

### [304a Seminar in American Government: Science, Technology and Public Policy]

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management and environmental cancer. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. [S]  
4 credits

*Stanley Rothman (Government), Stylianos Scordilis (Biological Sciences)*

### [GOV 324a Seminar in Comparative Government]

Topic: Gender, Education and Democracy in Latin America. Prerequisite: GOV 226 or equivalent. To be offered in 1995-96.  
4 credits

### 353a Seminar: U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Admission by permission of the instructor. [S]  
4 credits

*Peter Rose*  
W 7:30-9:30 p.m.

### 390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. [S]  
4 credits

*Deborah Haas-Wilson*  
T 1-2:50 p.m.

### 404a Special Studies

By permission of the director.  
4 credits

### 404b Special Studies

4 credits

## The Minor

**Director:** Donald Baumer (Government).

**Advisers:** Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

[GOV 207a] or PPL 220a;

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);  
PPL 390b.

# Religion and Biblical Literature

## Professors

\*Bruce Theodore Dahlberg, M.Div., Ph.D.  
Taitetsu Unno, Ph.D.  
Thomas Sieger Derr, Jr., M.Div., Ph.D., *Chair*  
D. Dennis Hudson, Ph.D.  
Karl Paul Donfried, Dr.Theol.  
†Quentin Quesnell, S.S.D.

## Associate Professor

Carol G. Zaleski, Ph.D.

## Assistant Professors

Lois C. Dubin, Ph.D.  
Keith Lewinstein, Ph.D. (History and Religion  
and Biblical Literature)

## Instructor

Vera Shevzov, M.Div.

## Yehan Numata Lecturer in Buddhist Studies

Jamie Hubbard, Ph.D.

## Lecturers

<sup>1</sup>Hubert Flesher, M.Div.  
<sup>1</sup>Lawrence Fine, Ph.D.  
<sup>1</sup>John Pemberton, III, Ph.D.  
<sup>2</sup>Elizabeth E. Carr, Ph.D.  
<sup>2</sup>Philip Zaleski, B.A.  
<sup>2</sup>Sten Harold Stenson, Ph.D.

## Research Associate

Benjamin Braude, Ph.D.

Language courses in Hebrew, Greek, Arabic, etc. are listed on pages 313-314.

200-level courses open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

## 100-Level Courses

### 101a Religion as a Human Experience

Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology and literature. Readings from such writers as Albert Camus, C.G. Jung, Franz Kafka, C.S. Lewis, Elie Wiesel, Shunryu Suzuki, Paul Tillich and William James. Occasional films. **[H]**

4 credits

*Taitetsu Unno, Director*

*Members of the Department*

Lec. T 9-10:20 a.m.; dis. Th 9-10:20 a.m.

### 105b Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hinduism, Islam and Judaism. The spirit of each tradition as revealed in one of its classical texts. Occasional films. **[H]**

4 credits

*Carol Zaleski, Director*

Lec. M W 10-10:50 a.m., Th 4-4:50 p.m.;  
three discussion sections on F 10-10:50 a.m.

### 110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students.

4 credits

### A. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self

and world and nature as revelation. **[H]**

*Taitetsu Unno*

T Th 10:30–11:50 a.m.

### **B. Christian Liturgies East and West**

Christian worship and ritual from the earliest roots through Byzantium, the Middle Ages and the Reformation. Historical context and cultural significance. Special emphasis on the eucharist and the use and meaning of icons. **[H]**

*Vera Shevzov*

T Th 1–2:20 p.m.

### **C. Christian Spirituality**

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberto Menchu and Zora Neale Hurston. **[H]**

*Elizabeth Carr*

T Th 10:30–11:50 a.m.

### **[D. Jesus, Politics and Society]**

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political and economic milieu of the New Testament period. **[H]**

### **[E. Politics of Enlightenment]**

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Buddhism and Marxism, social protest, messianic movements and sacred kingship. **[H]**

### **F. Issues in Contemporary Judaism**

The interplay of tradition, modernity and neo-traditionalism in contemporary Jewish thought and practice. The search for enhanced religious meaning among such groups as women, countercultural Jews, the mainstream denominations, the newly Orthodox and Zionist fundamentalists. The conflict between self-expression and submission to authority, and between revival and invention. At least one-third of the course on Jewish women and contemporary feminism. **[H]**

*Lois Dubin*

T Th 10:30–11:50 a.m.

### **G. Islamic Mysticism**

A survey of the major thinkers, practices and institutions associated with the Islamic mystical tradition (Sufism). Topics will include asceticism, theories of divine love, "drunken" and "sober" Sufism, poetic expression, theological Sufism, Sufi communal life and the place of Sufi fraternities in Islamic societies. We will also consider the role of the holy person in Islam, and its doctrinal, social and political implications in the modern Muslim world. **[H]**

*Keith Lewinstein*

T Th 1–2:20 p.m.

## **200-Level Courses**

No prerequisites unless specified.

### **210a Introduction to the Bible I**

The Hebrew Scriptures ("Old Testament"). The religion of ancient Israel—its story, law and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms. **[L]**

4 credits

*Karl Donfried*

M W F 10–10:50 a.m.

### **212b Archaeology in Religion Studies**

Archaeology as a way of research into the nature and origin of historical and prehistorical religion. Methods of recovery and evaluation of material-culture remains for their evidential value concerning religious communities, rituals, burial customs, places and objects of worship, critical interpretation of religious texts and related matters. Illustrative case studies from the Near East and selected other regions. **[H]**

4 credits

*Bruce Dahlberg*

M W 1:10–2:30 p.m.

### **215j Exploring the Holy Land**

An on-site humanities study tour in Israel for the purpose of illuminating and understanding selected aspects of biblical history. In addition to visiting major sites referred to in the Bible, museums and archaeological excavations, innumerable related sites within Jerusalem, Masada and Qumran will be included in the itinerary. Prerequisites: either REL 210, 220, ENG 270 or permission of the instructors. Enrollment limited to 25. **(E) [H]**

3 credits



*Karl Donfried, Patricia Skarda (English)*  
January 9-13, 23, 1995: lectures 2-5 p.m.;  
January 13-22, 1995: eight full days in Israel;  
two travel days

## **220b Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. **[L]**

4 credits

*Karl Donfried*

M W F 10-10:50 a.m.

## **JUD 224b Women in Rabbinic Literature**

### **[225b Christian Origins: Archaeological and Social-Historical Perspectives]**

The integration of Biblical and historical studies, geographical setting and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended background: 220. **[H]**

4 credits

### **[226c Early Christian and Related Archaeological Sites: Study Tour]**

A joint Smith/Mount Holyoke on-site humanities study tour of such ancient cities as Thessalonica, Philippi, Athens, Corinth, Ephesus and other cities of Western Asia Minor for the purpose of understanding the interactions of various Graeco-Roman religions with both Judaism and early Christianity. Prerequisite: 225. (E) **[H]**

2 credits

### **[230b Western Christian Thought and Practice (30-1100)]**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films. **[H]**

4 credits

## **231b Eastern Christian Thought and Practice**

A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia. Selected source readings in translation. **[H]**

4 credits

*Vera Shevzov*

T Th 10:30-11:50 a.m.

## **232a Western Christian Thought and Practice 1100-1800**

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century and into the Enlightenment. Theological, philosophical, mystical, devotional and literary texts supplemented by art and music. **[H]**

4 credits

*Vera Shevzov*

T Th 10:30-11:50 a.m.

## **235a Jewish Spirituality: Philosophers and Mystics**

Survey of the major philosophical, mystical and pietistic trends among Jews within the orbits of medieval Islam and Christendom. Selected source readings in English. **[H]**

4 credits

*Lawrence Fine*

M W 2:40-4 p.m.

## **[236b Jewish Thought in the Modern Period]**

Conceptions of Judaism and Jewish life from 1500 to the present. Themes include rationalism, mysticism, spirituality, Jewish law, messianism, the meaning of Jewish peoplehood. Consideration of thinkers such as Spinoza, Mendelssohn and Rosenzweig, and movements such as Lurianic Kabbalah, Hasidism and Reform. **[H]**

4 credits

## **237b Religion in America**

Religious thought and institutions, and their interaction with American culture. Major religious traditions and thinkers from the 17th century to the present. **[H]**

4 credits

*Bruce Dahlberg*

M W 1:10-2:30 p.m.

**[240b Contemporary Christian Thought]**

Major 20th century shapers of present-day theology, such as Barth, Bultmann, Tillich, Rahner, Moltmann and McFague; survey of such contemporary movements as Liberation, Feminist, Black and Environmentalist theologies. **[H]**

4 credits

**[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of the imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima and Flannery O'Connor.

4 credits

**250a Social Ethics I**

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. **[H/S]**

4 credits

*Thomas Derr*

M W F 9-9:50 a.m.

**251b Social Ethics II**

The bearing of religious ethics on the understanding of the state, the economic order and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **[H/S]**

4 credits

*Thomas Derr*

M W F 9-9:50 a.m.

**[260b Psychology of Religion]**

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology; religion and gender. Readings from James, Freud, Jung, Erikson, Lifton, Kakar and others. To be offered in 1995-96. **[H/S]**

4 credits

**263b Philosophy of Religion**

An invitation to critical reflection on questions of religious belief, experience and meaning. Provides an entry into historic discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. **[H]**

4 credits

*Sten Stenson*

T Th 10:30-11:50 a.m.

**266b Death in the West**

The changing face of death and afterlife in Western culture. Attention will be given to the Epic of Gilgamesh; Plato's depiction of the last days of Socrates; biblical teachings on death; classical Jewish, Christian and Islamic eschatological traditions; rites and customs for the care of the dead; images of heaven and hell; near-death experiences; philosophical arguments for and against immortality; and responses to death in contemporary culture. Students who have taken this course as 110b will not be permitted to take it again for credit. **[H]**

*Carol Zaleski*

M W F 11 a.m.-12:10 p.m.

**[269b Phenomenology and Existentialism]**

A historical introduction to phenomenology and existentialism focusing on the quest for authentic existence, the intentionality of human experience, the problem of freedom and other characteristic concerns of these two interrelated movements. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Jaspers and others. **[H]**

4 credits

**270a Amherst College: Religion 14f Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

In the fall semester of 1994-95 this course will be taught at Amherst College. An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. **[H]**

4 credits

*Dennis Hudson*

To be taught at Amherst T Th 10-11:20 a.m.

### 271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. [H]

4 credits

*Dennis Hudson*

M W F 11 a.m.-12:10 p.m.

### 272a Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan. [H]

4 credits

*Jamie Hubbard*

T Th 10:30-11:50 a.m.

### 273a Colloquium in East Asian Religions

Topic for 1994-95: Japanese Buddhism. The development of Pure Land Buddhist doctrine, ritual and institutions in relation to the state, from its earliest inception to the present day. [H]

4 credits

*Taitetsu Unno*

T Th 3-4:20 p.m.

### 274a Japanese Buddhism and Buddhist Art

In covering the major historical developments of Japanese Buddhism and its related arts, specific translations of Buddhist texts, writings by eminent Japanese Buddhists and the analysis of the architecture, sculpture and paintings from the sixth to the 16th centuries will be studied. Emphasis is on the interrelationships between religious literature and art. [H/A]

4 credits

*Jamie Hubbard, Marilyn Rbie*

W 1:10-4 p.m.

### 275a The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day. Particular emphasis on the formative period (A.D. 600-1000), and the ways in which both Muslims and western scholars have sought to interpret it. Individual components of the tradition treated in historical con-

text, including Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, theology and philosophy. Attention given also to movements of revival and revolution which have appeared in modern times. [H]

4 credits

*Keith Lewinstein*

T Th 1-2:20 p.m.

### 276b Native American Religions

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions and the contemporary situation. Enrollment limited to 30. [H]

4 credits

*Philip Zaleski*

T Th 9-10:20 a.m.; T Th 10:30-11:50 a.m.

### 278a Myth, Ritual and Iconography in West Africa: The Yoruba

An analysis of the nature and logic of religious symbols in Yoruba rituals and festivals; an exploration of the central philosophical concepts shaping a Yoruba world view; and a study of how visual and verbal arts in a ritual context transmit and preserve a cultural heritage and identity while also being the means for innovative responses to changing social circumstances. (E) [H/S]

4 credits

*John Pemberton, III*

T Th 3-4:50 p.m.

## 300-Level Courses

Prerequisites as specified.

### [311b Seminar: Issues in Biblical Interpretation]

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in the liberation theologies and other movements. Prerequisite: either 210, 220, or permission of the instructor. [L/H]

4 credits



**[320b Seminar: New Testament]**

The theology of Paul: an examination of the apostle's ideas and beliefs in light of his life and travels as narrated in his letters, the Acts of the Apostles and other Apocryphal documents. Prerequisite: 220 or permission of the instructor. **[L/H]**

4 credits

**333a Seminar: Theological Tendencies in Early Christianity**

Topic for 1994-95: Jesus of Nazareth. A study of his life and his teachings as understood by earliest Christianity, including the authors of the New Testament and the gnostic Gospels. These portraits will be examined in the light of various contemporary perceptions of Jesus as a political rebel, an ancient magician, a maverick Pharisee, a Hebrew prophet, a Jewish apocalypticist or a Hellenistic wisdom teacher. Prerequisites: either 210, 220, 225, 230, CLS 232, or permission of the instructor. **[H]**

4 credits

*Karl Donfried*

Th 7:30-9:30 p.m.

**334b Colloquium: Jewish-Christian Relations**

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation and encounter. **[H]**

4 credits

*Dennis Hudson, Howard Adelman (Jewish Studies)*

W 7:30-9:30 p.m.

**335a Seminar: Judaism, the Enlightenment and Religious Diversity**

The encounter of Judaism with the Enlightenment as a case study of religious diversity in modern Europe. Topics include: Enlightenment perspectives on religion and religious diversity; the attitudes of various Enlightenment thinkers to Judaism; the emergence of the Jewish Enlightenment and its radical transformation of Jewish self-understanding; reactions to the Jewish Enlightenment and its legacy. Prerequisite: at least one Religion course on Judaism or Christianity; or one course in Jewish Studies, Philosophy, or European history; or permission of the instructor. **[H]**

4 credits

*Lois Dubin*

To be arranged

**[340a Seminar: Topics in Christian Thought and Practice]**

Topic: The Earth in Theological Perspective. Ecology in contemporary religious thought. Theories of the maternal earth, the emergent goddess, the cosmic Christ. The new human image. Spiritualization of matter and incarnation of spirit. Human interrelatedness and the eco-system. Readings in Pierre Teilhard de Chardin, Sallie McFague, Thomas Berry. **[H]**

4 credits

**353a Seminar: Medical Ethics**

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. **[H/S]**

4 credits

*Thomas Derr*

M 7:30-9:30 p.m.

**354b Seminar: Business Ethics**

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad and the motivation of owners and managers. **[H]**

4 credits

*Thomas Derr*

M 7:30-9:30 p.m.

**[360a Seminar: Problems in Philosophy of Religion]**

Topic: Religious Experience. What is "religious experience" and why has it become so problematic for philosophy and theology? Examines the history of the concept of religious experience, the efforts of James, Schleiermacher and Otto to defend the validity of religious experience, religious objections to religious experience and constructivist vs. perennialist theories of mystical experience. Prerequisite: 263a or permission of the instructor. To be offered in 1995-96. **[H]**

4 credits

**[370b Seminar: South Asian Religious Literature in Translation]**

The values, world views and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries and legal and ethical codes. Prerequisites: 105a,

and one of the following courses: 270a, 270b, 271a, or the equivalent. **[H]**

4 credits

### **372b Seminar: Problems in Buddhist Philosophy**

Topic for 1994-95: Innovation and Ideology in the Kyoto School of Philosophy. Prerequisite: 270a or 271a or permission of the instructor. **[H]**

4 credits

*Taitetsu Unno*

Th 3-4:50 p.m.

### **373a Colloquium: Religion and Theatre in Southeast Asia**

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the Mahabharata, Ramayana and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required (E). **[H/A]**

4 credits

*Dennis Hudson, John Hellweg (Theatre)*

T Th 3-4:50 p.m.

### **[375b Modern Islamic Thought]**

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies and Islamic discussions of modernity and liberalism.

Reading of primary sources in translation.

Recommended background: either HST 207, 208, REL 105, 275 or the equivalent. **[H]**

4 credits

### **390b Seminar: Religious Language**

An examination of the current debate about God-language as used in the Bible and Western religious tradition. Attention will be given to selected biblical texts, philosophical discussions of the cognitive status of religious language, recent theoretical interpretations of the mythic and symbolic dimensions of religious discourse, as well as contemporary feminist critiques. Prerequisite: one of the following courses: 210, 220, 260, 263, 269, or permission of the instructors. (E) **[H]**

4 credits

*Karl Donfried, Carol Zaleski*

Th 1-2:50 p.m.

### **404a Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

8 credits

### **[ARC 424c Archaeological Fieldwork]**

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs. **[H]**

2 or 4 credits

### **Tentatively offered for Summer 1995 only: Excavation at Caesarea Maritima, in Israel**

Fees extra. Open to all students, no prerequisites.

4 credits

*Bruce Dablborg (Religion) and other Caesarea-consortium faculty*

## **Language Courses**

Credit is not granted for the first semester only of an introductory language course.

### **[100d Classical Hebrew]**

Introduction to the Hebrew language. Fundamentals of Hebrew grammar. Readings from the Hebrew Bible. **[F]**

8 credits

### **ARA 100d Elementary Arabic**

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; computer program will be available for use. **[F]**

8 credits

*Mohammed Jiyad*

M W F 10-10:50 a.m.

### **[ARA 283a Intermediate Arabic I]**

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E) (F)

4 credits

### **[ARA 284b Intermediate Arabic II]**

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) (F)

4 credits

### **285a Hebrew Religious Texts**

Readings with discussion of Hebrew religious texts from different periods. Selections drawn from genres such as rabbinic literature, liturgy, poetry, philosophy and mysticism. Works by Maimonides and Judah Ha-Levi among others. Open to students who have taken either Religion 100d or elementary modern Hebrew, or with permission of the instructor. (L/F)

4 credits

*Lois Dubin*

T Th 9-10:20 a.m.

### **[287b Greek Religious Texts]**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. (L/F)

4 credits

### **[382b Directed Readings in Religious Texts: Hebrew, Greek or Latin]**

Prerequisite: one of the following (or the equivalent): GRK 110d, LAT 100d, or REL 100d. Admission by permission of the instructor. (L/F)

4 credits

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the Classics Department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

## **The Major**

**Advisers:** Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

**Adviser for Off-Campus Study:** Dennis Hudson.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: [240], 250, [260], 263
  - c. non-monotheistic traditions: 270, 271, 272
  - d. monotheistic traditions: [230], 231, 232, 235, [236], 275
3. Every major must take at least one seminar in the department.
4. Courses counting toward the major may not be taken S/U.

## **The Minor**

**Advisers:** Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

Requirements: five semester courses. Each minor's course program must meet the following requirements:



1. Familiarity with world religions. Fulfilled by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
  - a. textual interpretation: 210, 220
  - b. critical and systematic reflection: 101, [240], 250, [260], 263
  - c. non-monotheistic traditions: 270, 271, 272
  - d. monotheistic traditions: [230], 231, 232, 235, [236], 275
3. Courses counting toward the minor may not be taken S/U.

programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

## Honors

**Director:** Carol Zaleski.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

## Graduate

**Adviser:** Bruce Dahlberg.

### 580a Advanced Studies

4 credits

### 580b Advanced Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate

# Russian Language and Literature

## Professor

Maria Němcová Banerjee, Ph.D., *Chair*

## Associate Professors

†Igor Zelljadt, M.A.

Alexander Woronzoff-Dashkoff, Ph.D.

## Lecturer

Catherine Woronzoff-Dashkoff, A.B.

## Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Russian

Four class hours and laboratory. {F}

8 credits

*Catherine Woronzoff-Dashkoff*

M W F 1:10-2:30 p.m.

### 220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. {F}

8 credits

*Alexander Woronzoff-Dashkoff*

M W F 11 a.m.-12:10 p.m.

### 331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F}

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:40-4 p.m.

### 332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a. {F}

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:40-4 p.m.

### 338a Studies in Language and Literature

Advanced study of a major Russian literary text. Topic for 1994-95: Bulgakov's *Master and Margarita*. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F}

4 credits

*Catherine Woronzoff-Dashkoff*

Th 7:30-9:30 p.m.

### [338b Studies in Language and Literature]

Advanced study of selected literary texts, and the viewing of films, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor. {L/F}

4 credits

## Literature

### 126a Readings in 19th-Century Russian Literature

Topic for 1994-95: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky

and Chekhov. In translation. [L]

4 credits

*Alexander Woronzoff-Dashkoff*

M W F 9-9:50 a.m.

### **126b Readings in 20th-Century Russian Literature**

Topic for 1994-95: Literature and Revolution.

The theme of revolution as a central concern of Soviet literature. Authors treated include

Gorky, Bely, Blok, Mayakovsky, Pilnyak,

Zamiatin, Gladkov, Babel, Sholokhov,

Pasternak, Solzhenitsyn. In translation. [L]

4 credits

*Alexander Woronzoff-Dashkoff*

M W F 9-9:50 a.m.

### **235a Tolstoy**

In translation. [L]

4 credits

*Alexander Woronzoff-Dashkoff*

M W F 10-10:50 a.m.

### **235b Dostoevsky**

In translation. [L]

4 credits

*Maria Banerjee*

T Th 9-10:20 a.m.

### **[236b Russian Drama]**

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with

emphasis on Gogol, Ostrovsky, Chekhov,

Bulgakov and some recent works. In translation. [L]

4 credits

### **[237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*]**

Examination of the changing portrayal of the exemplary female identity and destiny and

the attendant literary conventions in some of the major texts of the following periods: medi-

eval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In

translation. [L]

4 credits

### **[239a Major Russian Writers]**

Turgenev and the Novel of Ideas. This course will focus on Turgenev's major fiction and

the question of the representation of ideas in the novel. It will include the critical and ide-

ological debates of the 1840s and 1860s, such as serfdom, the question of women in soci-

ety, the conflict of generations, etc. (E) [L]

4 credits

### **[333a Literature of the 20th Century]**

Topic: 20th-Century Russian Lyric Poetry.

Study of works by Marina Tsvetaeva, Boris

Pasternak, Yunna Moric and others. In Rus-

sian. Prerequisites: 331a and b, or the equivalent, or permission of the instructor. [L/F]

4 credits

### **[334b Literature of the 20th Century]**

A continuation of 333a. Prerequisite: 333a or the equivalent, or permission of the instructor. [L/F]

4 credits

### **HST 340a Seminar: Topics in Russian History**

Topic for 1994-95: The Question of Russian Identity: "Slavophiles" and "Westernizers" in

the 19th and 20th Centuries. Conducted in English. Prerequisites: two semesters of Rus-

sian history and two semesters of Russian literature and/or permission of the instructor. [L/H]

4 credits

*Joan Afflerica*

W 7:30-9:30 p.m.

### **[346b Seminar: Pushkin and His Age]**

Conducted in Russian. Prerequisites: three

years of Russian or the equivalent, and permission of the instructor. [L/F]

4 credits

### **404a Special Studies**

By permission of the department, for majors who have had four semester courses above

the introductory level.

4 credits

### **404b Special Studies**

4 credits

### **408d Special Studies**

By permission of the department, for majors who have had four semester courses above

the introductory level.

8 credits

## **The Majors**

**Adviser for Study Abroad:** Alexander Woronzoff-Dashkoff.

### **Russian Literature**

**Advisers:** Members of the Department.



Basis: 220d, 126a or 126b.

Six required courses: 331a and 332b; HST 239a and [HST 240a]; two of the following: 235a, 235b, [236b], [237a], [239a].

Strongly recommended: [333a], [334b], 338a, [338b].

One required seminar: HST 340a or [346b].

## Russian Civilization

**Advisers:** Members of the Department.

Basis: 220d, HST 239a and [HST 240a].

Five required courses: 331a and 332b; two of the following: 126a, 126b, 235a, 235b, [236b], [237a], [239a], one of the following: GOV 222b, HST 247a, ECO 209a.

Strongly recommended: [333a], [334b], 338a, [338b].

One required seminar: [GOV 325a] or HST 340a or [346b].

## Honors

**Director:** Maria Banerjee.

### 431a Thesis

8 credits

## Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

## Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

## Science Courses for Beginning Students

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Courses at the introductory or intermediate level that do not count toward the major are numbered 100-109 and 200-209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester). Chemistry and Physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between CHM 111a or CHM 115a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a	A Survey of the Universe
AST 111b	Introduction to Astronomy
BIO 100b	Microbiology
[BIO 104b	Human Biology]
[BIO 105b	"Animals Without
	Backbones": Invertebrates
	and Human Society]
BIO 111a	Introduction to Biology
BIO 200d	Horticulture
BIO 201d	Horticulture Laboratory
[BIO 206a	Conservation of Natural
	Resources]

CHM 100b	The World Around Us
CHM 111a	Chemistry I: General
	Chemistry
CHM 115a	Chemistry I: General
	Chemistry
CSC 101a or b	Computer Literacy
CSC 111a or b	Computer Science I
[GEO 105a	Natural Disasters:
	Understanding and Coping]
[GEO 106a	Landscapes of North
	America]
GEO 108b	Oceanography
GEO 109b	The Environment
GEO 111a or b	Introduction to Earth
	History
IDP 208a	Women's Medical Issues
PHY 105a	Principles of Physics: Seven
	Ideas That Shook the
	Universe
[PHY 106a	The Cosmic Onion: From
	Quantum World to the
	Universe]
PHY 107b	Musical Sound
PHY 115a	General Physics
PHY 115b	General Physics
PSY 111a or b	Introduction to Psychology

# Sociology

## Professors

Peter Isaac Rose, Ph.D.  
Myron Peretz Glazer, Ph.D.

## Associate Professors

Patricia Y. Miller, Ph.D., *Chair*  
†Richard Fantasia, Ph.D.

## Assistant Professors

Nancy Whittier, Ph.D.  
Marc Steinberg, Ph.D.

## Lecturers

Gretchen Stiers, M.A.  
Rhonda Singer, M.A.

## Laboratory Instructor

Timothy J. Shortell, Ph.D.

## Research Associate

Kathleen Weigand

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

### 101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting. **[S]**  
*Patricia Miller, Director*

4 credits

First semester:

Section A: M W F 11 a.m.–12:10 p.m.

*Rhonda Singer*

Section B: M W 1:10–2:30 p.m.

*Patricia Miller*

Section C: M W 2:40–4 p.m.

*Patricia Miller*

Section D: T Th 9–10:20 a.m.

*Gretchen Stiers*

Section E: T Th 10:30–11:50 a.m.

*Marc Steinberg*

Section F: T Th 1–2:50 p.m.

*Myron Glazer*

### 101b Introduction to Sociology

A repetition of 101a. **[S]**

*Patricia Miller, Director*

4 credits

Section A: M W 1:10–2:30 p.m.

*Nancy Whittier*

Section B: M W 2:40–4 p.m.

*Nancy Whittier*

Section C: T Th 9–10:20 a.m.

*Myron Glazer*

Section D: T Th 10:30–11:50 a.m.

*Rhonda Singer*

### 201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **[M]**

4 credits

*Nancy Whittier, Timothy Shortell*

T Th 3–4:50 p.m.; lab Th 7–9 p.m. or F 9–11 a.m.

### 202b Methods of Social Research

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include: questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. **[S/M]**

4 credits



*Patricia Miller, Timothy Shortell*

T Th 1-2:50 p.m.; lab Th 7-9 p.m.

### 203b Qualitative Methods

An introduction to qualitative research methods and a practicum in the collection of ethnographic data. Fieldwork and participant-observation. Prerequisite: 201. [S]

4 credits

*Myron Glazer*

W 1:10-4 p.m.

### 210a Deviant Behavior

An exploration of theories of deviance, research studies and literature and film aimed at understanding mental illness, drug abuse, rape, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and rebellion. [S]

4 credits

*Patricia Miller*

T Th 1-2:30 p.m.

### [211a Ethical Issues in Social Organizations]

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. [S]

4 credits

*Myron Glazer*

### 212a Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in systems of social stratification. [S]

4 credits

*Gretchen Stiers*

M W 11 a.m.-12:10 p.m.

### 213b Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. [S]

4 credits

*Peter Rose*

M W F 11 a.m.-12:10 p.m.

### 216b Social Movements

This course provides an in-depth examina-

tion of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and ecological movements. [S]

4 credits

*Marc Steinberg*

T Th 10:30-11:50 p.m.

### [218a Urban Sociology]

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships; urban poverty and homelessness; and strategies for urban revitalization. [S]

4 credits

### 219b Medical Sociology

An examination of the social contexts of health, illness and medical care. Topics include social, environmental and occupational factors in health and disease; the health professions; doctor-patient relationships; structure and processes of health care organizations; health care and social change. Special attention to the position of women and minorities. [S]

4 credits

*Gretchen Stiers*

T Th 9-10:20 a.m.

### 221a Sociology of Everyday Life

An examination of the experiences of the individual in everyday life from the sociological perspective. Focus on the necessity and consequence of human interactions which occur within cultural and structural constraints. (E) [S]

4 credits

*Rhonda Singer*

T Th 10:30-11:50 a.m.

### 224b Family and Society

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the roles of mothers, wives and children in the family, and to the social significance of romantic love in marriage and the family. [S]

4 credits

*Myron Glazer*

T Th 1-2:50 p.m.

**229a Sex and Gender in American Society**

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. [S]

4 credits

*Nancy Whittier*

T Th 9-10:20 a.m.

**250a Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and Freud, with emphasis on their theories of the development, structure and consequences of capitalism and modern industrial societies. Open to seniors, juniors and sophomores. [S]

4 credits

*Marc Steinberg*

M W 2:40-4 p.m.

**310a Seminar: The Sociology of Courageous Behavior**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include women's involvement in the anti-Apartheid struggle in South Africa, the overthrow of the Communist government in Czechoslovakia, resistance during the European Holocaust, the battle over admitting students with AIDS into the public schools. Admission by permission of the instructor. [S]

4 credits

*Myron Glazer*

W 1:10-4 p.m.

**311b Seminar: Contemporary Sociological Theory**

Theories of contemporary society and social change with special consideration of the works of A. Hochschild, P. Rieff, C. Lasch, D. Bell, R. Collins, R. Sennett, A. Swidler and D. Riesman. Prerequisite: 250a. Admission by permission of the instructor. [S]

4 credits

*Marc Steinberg*

Th 3-4:50 p.m.

**313a Seminar: America's People**

Topic for 1994-95: Race, Ethnicity and the Challenge of Pluralism. Focus on the sociology of cultural identity and intergroup rela-

tions in the U.S. in the early and late decades of the 20th century. [S]

4 credits

*Peter Rose*

T 3-4:50 p.m.

**[316b Seminar: Protest, Rebellion and Collective Action]**

Examination of historical and contemporary expressions of protest, rebellion and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various cultural, social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests and collective actions in the civil rights struggle. Admission by permission of the instructor. [S]

4 credits

**323b Seminar: Gender and Social Change**

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks will be drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender and the growth of a politics of identity. Case studies will include feminist, lesbian and gay, right-wing, self-help, men's, anti-abortion and pro-choice movements. (E) [S]

4 credits

*Nancy Whittier*

T 3-4:50 p.m.

**PPL 353a Seminar: U.S. Immigration and Refugee Policy**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, immigration laws, mutual assistance and legal aid. Demographic and ethnography of particular ethnic groups. Admission by permission of the instructor.

4 credits

*Peter Rose*

W 7:30-9:30 p.m.

## General Courses

### 404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major in Sociology

**Advisers:** Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

**Adviser for Study Abroad:** Myron Glazer.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 323. Majors are strongly urged to take 201 and 250 in their sophomore or junior year.

## The Major in Sociology and Anthropology

**Advisers:** Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Patricia Miller, Peter Rose, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Sociology

**Advisers:** Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

## Honors

**Director:** Nancy Whittier.

Basis: same as for the major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and SOC 311 during the senior year;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

## Graduate

### 580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

4 credits

### 580b Special Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

4 or 8 credits



# Spanish and Portuguese

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## Professors

Erna Berndt Kelley, Ph.D.

**\*\***Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature), *Chair, first semester*

## Associate Professors

**\***Charles Cutler, Ph.D., *Chair, second semester*  
 Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies)  
 Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

## Assistant Professors

†Angeles J. Placer, Ph.D.  
 Maria Estela Harretche, Ph.D.  
 Reyes Lázaro, Ph.D.

## Lecturers

Nicomedes Suárez Araúz, Ph.D.  
 Silvia Berger-Pakman, M.A.  
 Gloria Prosper-Sánchez, M.A.

## Assistant

Carolina Alzate, B.A.

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

All courses are taught in Spanish or Portuguese unless otherwise indicated.

Those intending to spend a Junior Year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

## Portuguese Language

Credit is not granted for the first semester only of the year-long language course.

### POR 100d Elementary Portuguese

A one-year nonintensive elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. **[F]**  
 8 credits  
*Alice Rodrigues Clemente* (first semester);

*Charles Cutler* (second semester)  
 M W 11 a.m.–12:10 p.m.

### POR 120b Intermediate Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary), films and music from Brazil, Portugal and Portuguese-speaking Africa. Prerequisite: 100d or permission of the instructor. **[F]**  
 4 credits

*Charles Cutler*  
 M W F 9–9:50 a.m.

### [POR 210a Literature and Culture in the Portuguese-Speaking World: Modern Brazilian Poetry]

A study of the main trends and figures in Brazilian poetry of the 20th century. Consideration will be given to the place of poetry in the debate concerning Brazilian national identity from the Modernist movement of the 1920s to the Quilombhoje (African-Brazilian cultural revival) and the Amazonian survival movements of today. Also to be explored are the ties between poetry and other art forms: painting, the graphic arts, the Cinema Novo and popular music, particularly Bossa Nova and the Tropicália song. **[L/F]**  
 4 credits

### **POR 220b Literary Currents in the Portuguese-Speaking World**

A study of major literary figures of the modern period from Brazil, Portugal and Lusophone Africa. Conducted in Portuguese. Prerequisite: POR 100d or its equivalent. **(L/F)** 4 credits

*Charles Cutler*

M W F 10-10:50 a.m.

## **Spanish Language**

Credit is not granted for the first semester only of year-long language courses.

### **SPN 100d Elementary Spanish** **(F)**

8 credits

Section A: M W F 9-9:50 a.m., Th 8-8:50 a.m.  
*Reyes Lázaro* (first semester),  
*Maria Estela Harretche* (second semester)

Section B: M W F 10-10:50 a.m.,  
Th 4-4:50 p.m.

*Nicomedes Suárez Araúz*

Section C: M W F 11 a.m.-12:10 p.m.  
*Erna Berndt Kelley* (first semester),  
*Carolina Alzate* (second semester)

Section D: M W F 1:10-2:30 p.m.  
*Maria Estela Harretche* (first semester),  
*Silvia Berger-Pakman* (second semester)

### **SPN 110d Intensive Spanish** **(F)**

12 credits

*Nancy Saporta Sternbach*

Six class hours as follows: M W F 9-9:50 a.m.;  
T Th 9-10:20 a.m.

### **SPN 120d Intermediate Spanish**

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 100d. **(F)**

8 credits

Section A: M W F 9-9:50 a.m., Th 8-8:50 a.m.  
*Gloria Prosper-Sánchez*

Section B: M W F 11 a.m.-12:10 p.m.  
*Nicomedes Suárez Araúz* (first semester),  
*Silvia Berger-Pakman* (second semester)

Section C: M W F 2:40-4 p.m.  
*Nicomedes Suárez Araúz* (first semester),  
*Carolina Alzate* (second semester)

### **SPN 150a Grammar, Composition and Reading**

Review of Spanish grammar with emphasis on specific problem areas in structure and syntax. Readings include Spanish and Latin American short stories and plays. **(F)** 4 credits

Section A: M W F 10-10:50 a.m.

Th 4-4:50 p.m.

*Silvia Berger-Pakman*

Section B: M W F 11 a.m.-12:10 p.m.

*Maria Estela Harretche*

### **SPN 220a Intermediate Conversation and Composition**

Intensive oral and written work on cultural topics and issues related to Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction. Students are required to spend at least one hour per week in CFLAC. Enrollment limited to 18. Prerequisite: four entrance units or 110d, 120d, or 150a. **(F)**

4 credits

Section A: M W F 10-10:50 a.m.

*Reyes Lázaro*

Section B: M W F 1:10-2 p.m.

*Silvia Berger-Pakman*

### **SPN 222b Advanced Composition**

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. **(F)**

4 credits

*Nicomedes Suárez Araúz*

M W F 11 a.m.-12:10 p.m.

## **Spanish Literature**

### **SPN 214b The Cultures of Spain**

An introduction to Spanish history and culture from the Middle Ages to the present, with special emphasis on the 19th and 20th centuries. In addition to the required readings, video, film and works from the Smith College Art Museum will be studied. The course will be taught entirely in Spanish. A

satisfactory command of the language is required. **[F]**

4 credits

*Reyes Lázaro*

M W F 9-9:50 a.m.

### **CLT 246a The Picaresque Tradition**

*Picaro*: rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the antihero after whom a sub-genre of the novel is named? How does the story he/she tells of his/her adventures unmask the ideologies, the hypocrisy and the corruption of the society that marginalizes the narrator? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (*Lazarillo de Tormes*) to its modern development in American literature. Authors include Quevedo, Defoe, Twain, Mann, Bellows, Grass, Ellison. **[L]**

4 credits

*Alice Rodrigues Clemente*

M W 2:40-4 p.m.

### **SPN 250a Literary Currents in Spain I**

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120d, or 150a. **[L]**

4 credits

*Alice Rodrigues Clemente*

T Th 1-2:50 p.m.

### **SPN 251b Literary Currents in Spain II**

Literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120d, or 150a. **[L]**

4 credits

*Maria Estela Harretche*

M W F 1:10-2:30 p.m.

## **Latin American Literature**

### **SLL 260a Survey of Latin American Literature I**

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four entrance units or 110d, 120d, or 150a. **[L]**

4 credits

*Marina Kaplan*

T Th 3-4:50 p.m.

### **SLL 261b Survey of Latin American Literature II**

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs and the Latin American adaptation of European models. Prerequisite: four entrance units or 110d, 120d, or 150a. **[L]**

4 credits

*Marina Kaplan*

T Th 3-4:50 p.m.

### **[SLL 265b Topics in Latin American Literature]**

4 credits

### **[CLT 268b Latina and Latin American Women Writers]**

## **Upper Division Courses in Spanish Literature**

The prerequisites for the following Spanish courses are 250a or 251b, or permission of the instructor.

### **The Formative Period**

#### **[SPN 330b The Epic Tradition: Poems, Chronicles and Ballads]**

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. **[L/F]**

4 credits

#### **[SPN 331a The Structure of the Spanish Middle Ages in Literature]**

The legacy of the Moorish, Jewish and Christian traditions. **[L/F]**

4 credits

#### **SPN 332a *El Libro de buen amor* and *La Celestina***

Study of medieval and pre-Renaissance themes. **[L/F]**

4 credits

*Erna Berndt Kelley*

T Th 3-4:50 p.m.



## The Imperial Period

### [SPN 340a Cervantes: The Birth of the Modern Novel]

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic background of Cervantes' literary creation. {L/F}

4 credits

### [SPN 344b Ideological Framework of the Imperial Age]

An analysis of the main currents of thought in 16th-century Spain, and their influence on life and literature against the background of the Spanish Inquisition. {L/F}

4 credits

### [SPN 345b Renaissance and Baroque Prose]

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels and works by Lope de Vega, Quevedo, Maria Zayas and Vélez de Guevara. {L/F}

4 credits

### SPN 347b Golden Age Drama

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón. The theatre in relation to literary, social and religious thought. {L/F}

4 credits

*Maria Estela Harretche*

M W F 2:40-4 p.m.

### [CLT 350a Poetic Sequences East and West]

A study of poetic sequences in Europe and Japan in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's *Poeta en Nueva York*, T.S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu* and renga and haikai sequences by Shikei, Basho and others. All texts available in English translation.

4 credits

## The Modern Period

### [SPN 360b 19th-Century Literature in the Context of Cultural History: From Romanticism to Realism]

A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and po-

litical developments and ideological conflicts. {L/F}

4 credits

### [SPN 362b Galdós]

A study of the conflict between the individual and society in late 19th-century Spain through the novels of Benito Pérez Galdós. Readings include: *La Desheredada*, *El amigo Manso*, *Fortunata y Jacinta*. {L/F}

4 credits

### [SPN 363a Contemporary Women Novelists of Spain]

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets and Montero. {L/F}

4 credits

### SPN 364a Tradition and Dissent: The Generation of '98

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán and Azorín. {L/F}

4 credits

*Reyes Lázaro*

M W F 2:40-4 p.m.

### [SPN 365a Spanish Post-War Novel]

Examination and discussion of the psychological, political and sociological aftermath of the Spanish Civil War through the characters and narrative styles of such novelists as Camilo José Cela, Juan Goytisolo, Luis Martín-Santos and Juan Benet. {L/F}

4 credits

### [SPN 366b The Heritage of Modernism: 20th-Century Spanish Poetry]

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War and Franco's dictatorial regime. {L/F}

4 credits

**CLT 367b Imagined Homes: Literary Interpretations of the National Question**

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors whose attitudes with respect to their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora requires. **[L]**

4 credits

*Reyes Lázaro*

T Th 9-10:20 a.m.

**Upper Division Courses in Latin American Literature**

A study of Latin American literature through one of four focuses: genre, region, themes or literary movements. In all four, emphasis will be placed on such issues as changing political, social and regional contexts; race, gender and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

**[IAS 301a Seminar: Topics in Latin American Studies]****[SLL 370b Literary Genres in Spanish America]**

4 credits

**[SLL 371a Latin American Literature Within a Regional Context]**

4 credits

**SLL 372b Themes in Latin American Literature**

Topic for 1994-95: Contemporary Women Novelists of Latin America. This course examines recent novels by Latin American women from different countries and cultures of the region. As well as commonalities among the writers as Latin American women, we will also analyze changes marked by class distinction, political participation, ethnicity, sexual identity, self-censorship and growing awareness of their female subjectivity. Readings and discussion in Spanish. **[L/F]**

4 credits

*Nancy Saporta Sternbach*

T Th 10:30-11:50 a.m.

**SLL 373a Literary Movements in Spanish America**

Topic for 1994-95: After the '60s. Some examples of fiction written after the landmark novels of the Boom. We will explore the return to realism, humor, parody, sentimentality, as well as variations and continuities of metafiction and magic realism. Possible topics include: Spanish Americans in exile, immigrants to Latin America, women writing about women, and about history. Novels by some of the following authors: Diaz Valcarcel, Szichman, Molloy, Puig, Benedetti, Belli, Saer. Requirements: at least one prior course on Latin American literature. **[L/F]**

4 credits

*Marina Kaplan*

T Th 10:30-11:50 a.m.

**SPP 404a Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

4 credits

**SPP 404b Special Studies in Peninsular and Latin American Literatures**

4 credits

**SPP 424a Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 credits

**SPP 424b Special Studies in Language Teaching**

4 credits

## The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

**Adviser for the Spanish Major:** Reyes Lázaro.

**Adviser for the Latin American Literature Major:** Nancy Saporta Sternbach.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley (first semester), Maria Estela Harretche (second semester).

The S/U grading option is not allowed for courses counting toward the majors.

The courses that are the basis for the majors are normally to be taken at Smith College.

### Spanish

Basis: SPN 250a and SPN 251b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College. Students are urged to take at least one course in Latin American Literature.

### Latin American Literature

Basis: SLL 260a and SLL 261b.

Requirements: three courses from the following: [SLL 370], [371], 372, 373, 404; one course related to Brazil; and three additional courses in the department, such as SPN 220, [SLL 265], [CLT 268], and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

## Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as anthropology, economics, government and history.

### Luso-Brazilian Studies

Basis: HST 260a and [263b].

Requirements: two of the following: POR 220, [SLL 265]; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minors

**Advisers:** Same as listed for the majors.

### Spanish Literature

Requirements: five courses in Spanish literature. These must include SPN 250a and 251b, and two courses at the 300 level.

### Latin American Literature

Requirements: five courses in Latin American literature. These must include SLL 260a and 261b, and two courses at the 300 level.

### Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

### Luso-Brazilian Studies

Requirements: six courses dealing with the Portuguese-speaking world to be selected from anthropology, art, dance, economics, government, history, or literature. These must include HST 260 and [261] and two courses selected from the following: POR 220, [SLL 265], and one 300-level course.



## Honors

**Director for Spanish Literature:** Alice  
Rodrigues Clemente.

**Director for Latin American Literature:**  
Nancy Saporta Sternbach.

### 431a Thesis

8 credits

### Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

# Theatre

## Professor

\*Leonard Berkman, D.F.A.

## Associate Professors

John D. Hellweg, Ph.D.

Catherine H. Smith, M.F.A., *Chair*

‡Deborah Lubar, M.F.A.

## Assistant Professors

\*\*Andrea Hairston, M.A.

\*\*Ellen Kaplan, M.F.A.

Susan Clark, Ph.D.

Nancy Schertler, B.A.

Phillip Baldwin, M.F.A.

Carla Kirkwood, M.F.A.

### [100a The Art of Theatre Design]

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. [A]

4 credits

*Catherine Smith*

### 100b The Art of Theatre Design

A repetition of 100a. [A]

4 credits

*Catherine Smith*

M W F 10-10:50 a.m.; lab M 2:40-4 p.m. at the option of the instructor

### 198a Theatre and Society: Prehistory to the Renaissance

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the birth of theatre in ritual, to religious theatre in Japan and Europe, through the popular theatre of the Renaissance. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed through playwriting, performance and presentation. The course will serve as a foundation for the study of

contemporary multi-cultural drama. Attendance will be required at selected performances. Each section limited to 30. [L/H/A]  
4 credits

*Susan Clark*

Section A: T Th 9-10:20 a.m.

Section B: T Th 10:30-11:50 a.m.

### 199b Theatre and Society: Renaissance to the Birth of Modern Drama

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the entertainments of the Renaissance, to romanticism and the birth of melodrama, through the beginnings of realism in the theatre. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed through playwriting, performance and presentation. The course will serve as a foundation for the study of contemporary multi-cultural drama. Attendance will be required at selected performances. [L/H/A]

4 credits

*Susan Clark*

T Th 10:30-11:50 a.m.

## History, Literature, Criticism

### [211b European Drama: From *Commedia* to Chekhov]

Exploration of innovation and change in the European theatre from the Renaissance to the

early 20th century. Representative work from 1513 to 1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts. **[L/H/A]**  
4 credits

### **213a American Theatre and Drama**

A survey extending from America's early struggle to develop a national voice in drama and popular entertainment to the current proliferation of many voices under the American banner. The course will explore the representation of Native Americans, women, African Americans, Hispanics and homosexuals in the drama of the nation. Some playwrights who will be studied include Miller, Hwang, O'Neill, Fones, Wilson, Valdez, Neihardt, Childress, Hurston, Kopit, Shange, Treadwell, Glaspell, Chambers and Fierstein. In addition to writers, the work of designers, managers and directors who helped to shape the "melting pot" of American drama will be examined. **[L/H/A]**

4 credits

*Susan Clark*

T Th 1-2:50 p.m.

### **214a Black Theatre**

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. **[L/H/A]**

4 credits

*Andrea Hairston*

T Th 10:30-11:50 a.m.

### **[217a Modern European Drama]**

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare

and other personal/political foci. Attendance required at selected performances. **[L/H/A]**  
4 credits

### **218b Modern European Drama**

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. **[L/H/A]**

4 credits

*Leonard Berkman*

T Th 9-10:20 a.m.

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

### **[300a Women in Theatre]**

An exploration of women who have shaped the contemporary theatre either directly or historically. The course will examine plays written by women, ranging from the Middle Ages to the 1990s, as well as study the careers and accomplishments of women directors, managers and performers. Struggles over issues of equality, sexuality, class, ethnicity and politics will provide the cultural background for discussions. Particular productions will be highlighted "defining moments" in the history of women in the theatre. Among the women to be studied:

Hroswitha, Behn, Vestris, Mowatt, Cushman, Duncan, Duse, Bernhardt, Churchill, Glaspell, Terry, Shange, Mann, Akalaitis and Hughes. Permission of the instructor is required. To be offered in 1995-96. **[L/H/A]**

4 credits

*Susan Clark*

### **313a Masters and Movements in Drama**

Topic for 1994-95: Contemporary Performance Art. This course will examine the development of new approaches to work found in the field of performance art. Interdisciplinary performance, personal narrative as public testimony, multicultural texts and feminist performance theory will be discussed. The class will raise questions concerning the conceptual, historical and practical techniques existing within the field of Contemporary Performance. We will read from historical documents analyzing the rise



of Contemporary Performance activity within the visual and performing arts disciplines. The course will also examine the practical basis of creating Contemporary Performance, utilizing the development of the narrative, the visual presentation of the narrative and the execution and performance of the narrative. Permission of the instructor is required. Enrollment limited to 20. **[L/A]**  
4 credits

*Carla Kirkwood*

T Th 1-2:30 p.m.

### **314b Masters and Movements in Drama**

Topic for 1994-95: Actors and Directors at Work. We will study the evolution of acting and directing through the eyes of its practitioners. Beginning with earliest ideas of acting, we will attempt to define what acting is using a combination of iconographical evidence, written testimony and journals and the thoughts of dramatic theorists. We will also explore the changing role of the director, beginning with Saxe-Meiningen and continuing through present-day directors. Special emphasis will be on women actors and directors, placing them in the context of their times and art. Some of the artists we will study will include David Garrick, Henry Irving, Edmund Kean, Eleanora Duse, Hallie Flanagan, Max Reinhardt, Sarah Bernhardt, Littlewood, Ariane Mnouchkine, as well as the writings of Plato, Diderot, Craig, Grotowski, Artaud, Brecht and Stanislavski. Students will be expected to do a reconstruction project of a single production. Permission of the instructor is required. Recommended background: 198 and 199. Enrollment limited to 16. **[A/H]**

4 credits

*Susan Clark*

T Th 1-2:50 p.m.

### **[315b Colloquium: African and Caribbean Theatre]**

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Cesaire, Derek Wallcott, Efu Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival and performance theory will also be considered. Offered in alternate

years. Enrollment limited to 20. **[L/H/A]**  
4 credits

### **[316a Contemporary Canadian Drama]**

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois and Margaret Hollingsworth. To be offered in 1995-96. **[L/A]**

4 credits

*Leonard Berkman*

### **[317a Movements in Design]**

4 credits

### **[318b Movements in Design]**

4 credits

### **REL 373a Colloquium: Religion and Theatre in Southeast Asia**

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the dalang, masked dance performances, stupas, temples and indigenous assimilations of the Mahabharata, Ramayana and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructor is required. (E). **[H/A]**

4 credits

*John Hellweg, Dennis Hudson (Religion)*

T Th 3-4:50 p.m.

## **Theory and Performance**

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

**141a Acting I**

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required. **[A]**

4 credits

Section A: M W 10 a.m.-12 noon  
*Carla Kirkwood*

Section B: M W 1:10-2:50 p.m.  
*Ellen Kaplan*

**141b Acting I**

A repetition of 141a.

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required. **[A]**

4 credits

Section A: M W 10 a.m.-12:10 p.m.  
*John Hellweg*

Section B: T Th 1-2:50 p.m.  
*Carla Kirkwood*

**[151a Stagecraft]**

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. L and P. Enrollment limited to 25. **[A]**

4 credits

**151b Stagecraft**

A repetition of 151a. Enrollment limited to 25. **[A]**

4 credits

*Phillip Baldwin*

M W 10 a.m.-12:10 p.m.

**200a Theatre Production**

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester.

There will be one general meeting on Monday, September 19, 1994, at 4:00 p.m. Atten-

dance is mandatory. **[A]**

1 credit

*Phillip Baldwin, Director*

**200b Theatre Production**

A repetition of 200a.

There will be one general meeting on Thursday, February 2, 1995, at 1:00 p.m. in the Green Room, Theatre Building. Attendance is mandatory. **[A]**

1 credit

*Phillip Baldwin, Director*

**242a Acting II**

Concentrated performance work focusing on approaches to characterization, stressing the situational intentions of the character, the action of the dramatized situation and the inherent stylistic demands of the text. Prerequisite: 141a or b. Enrollment limited to 20. Permission of the instructor is required. **[A]**

4 credits

*Ellen Kaplan*

T Th 1-2:50 p.m.

**[242b Acting II]**

A repetition of 242a.

Prerequisite: 141a or b. Enrollment limited to 20. Permission of the instructor is required. **[A]**

4 credits

**[243b Acting II]**

Prerequisite: 141a or b, or its equivalent. Enrollment limited to 16. Permission of the instructor is required. **[A]**

4 credits

**DAN 249a The Mindful Body: Resources for Performing and Visual Artists**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. (E) **[A]**

2 credits

*Susan Waltner, Monica Jakuc (Music)*

T Th 1-2:30 p.m.

**252a Scene Design I**

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to the the-

atre experience as a whole, with emphasis on the theory and creative process of design and skills for design communication. L and P. Enrollment limited to 14. [A]  
 4 credits  
*Phillip Baldwin*  
 M W 1:10-3:30 p.m.; lab to be arranged

### 252b Scene Design I

A repetition of 252a. Enrollment limited to 14. [A]  
 4 credits  
*Phillip Baldwin*  
 M W 1:10-3:30 p.m.; lab to be arranged

### 253a Lighting Design I

The exploration and application of elements of design (color, texture, intensity, line, composition) as they relate to lighting for theatre and dance. Production work required. L. [A]  
 4 credits  
*Nancy Schertler*  
 T Th 9-10:20 a.m.; lab to be arranged

### 253b Lighting Design I

A repetition of 253a. [A]  
 4 credits  
*Nancy Schertler*  
 T Th 9-10:20 a.m.; lab to be arranged

### 254a Costume Design I

The design elements of line, texture, color and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Enrollment limited to 15. [A]  
 4 credits  
*Catherine Smith*  
 M W F 10-10:50 a.m.; lab M 2:40-4 p.m. at the option of the instructor

### [254b Costume Design I]

A repetition of 254a. Enrollment limited to 15. [A]  
 4 credits

### 261a Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. [A]  
 4 credits  
*Andrea Hairston*  
 T 1-3 p.m.

### 261b Writing for the Theatre

A repetition of 261a. [A]  
 4 credits  
*Leonard Berkman*  
 Th 1-3 p.m.

### 262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. L and P. [A]  
 4 credits  
*Andrea Hairston*  
 T 1-3 p.m.

### 262b Writing for the Theatre

A repetition of 262a. [A]  
 4 credits  
*Leonard Berkman*  
 Th 1-3 p.m.

### [342a Acting III]

L and P. Enrollment limited to 22. [A]  
 4 credits

### 343b Acting III

Topic for 1994-95: Improvisation. An intensive exploration of specific approaches to improvisation (Authentic Movement, Contact Improvisation, transformational exercises and theatre games) which enhance the agility, resourcefulness and creativity of the performer. Prerequisite: two semesters of acting or one semester of acting and one semester of dance. Enrollment limited to 16. Permission of the instructor is required. [A]  
 4 credits  
*John Hellweg*  
 T Th 3-4:50 p.m.

### 344a Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. [A]  
 4 credits  
*Carla Kirkwood*  
 T Th 9-10:20 a.m.

### 344b Directing I

A repetition of 344a. Permission of the instructor is required. Enrollment limited to 8. [A]  
 4 credits  
*John Hellweg*  
 T Th 9-11:50 a.m.



**345a Directing II**

Theoretical and practical aspects of scenic direction, through structural analysis of texts of varying styles and genre. Selecting, responding to and articulating a unique vision for a text; working on problems of staging, research and rehearsal methodologies. Final presentation will be a substantial directing project for the stage (one-act play, original performance project) or videotape. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **[A]**

4 credits

*Ellen Kaplan*

M W 10-11:50 a.m.

**345b Directing II**

A repetition of 345a.

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course will entail the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **[A]**

4 credits

*John Hellweg*

T Th 9-11:50 a.m.

**352a Scene Design II**

An advanced study in scene design emphasizing various approaches to research, development, communication and implementation of the design idea. Production work required. L and P. **[A]**

4 credits

*Phillip Baldwin*

M W 10 a.m.-12:10 p.m.

**[352b Scene Design II]**

A repetition of 352a. **[A]**

4 credits

**353a Lighting Design II**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and in realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P. **[A]**

4 credits

*Nancy Schertler*

T Th 1-2:50 p.m.; lab to be arranged

**353b Lighting Design II**

A repetition of 353a. **[A]**

4 credits

*Nancy Schertler*

T Th 1-2:50 p.m.; lab to be arranged

**354b Costume Design II**

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, construction techniques and rendering. Prerequisites: 254a or b and P. **[A]**

4 credits

*Catherine Smith*

M W 1:10-2:30 p.m.; lab M 2:40-4 p.m. at the option of the instructor

**400a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

1 to 4 credits

**400b Special Studies**

1 to 4 credits

**Dance** (See Dance Department also.)

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Hellweg.

Basis: 198a and 199b.

Requirements: 10 semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: history, literature, criticism.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography, or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in Dance Theory at the 300 level, and one additional four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; dramatic literature in any of the language departments.

## The Minor

**Advisers:** Members of the Department.

Requirements: six courses.

Basis: 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing, or Playwriting; and
- c. Costume, Lighting, or Scene Design.

## Honors

**Director:** Susan Clark (Fall 1994), Leonard Berkman (Spring 1995).

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

**432d Thesis**  
12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

## Graduate

**Adviser:** Leonard Berkman.

M.F.A. in Playwriting, please refer to page 32.

**512a Advanced Studies in Acting, Speech and Movement**

4 credits

*Members of the Department*

**512b Advanced Studies in Theatre**

4 credits

*Members of the Department***513a Advanced Studies in Design**

4 credits

**A. Scene Design***Phillip Baldwin***B. Lighting Design***Nancy Schertler***C. Costume Design and Cutting***Catherine Smith***D. Technical Production***To be announced***513b Advanced Studies in Design**

A repetition of 513a.

4 credits

**515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting**

4 credits

*Members of the Department***515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting**

A repetition of 515a.

4 credits

*Members of the Department***580a Special Studies**

4 credits

*Members of the Department***580b Special Studies**

4 credits

*Members of the Department***590d Research and Thesis Production Project**

8 credits

*Members of the Department***590a Research and Thesis Production Project**

1 credits

*Members of the Department***590b Research and Thesis Production Project**

1 credits

*Members of the Department*



# Third World Development Studies

## Advisers

**\*\*Elizabeth Hopkins**, Professor of Anthropology, *Co-Director*

**Nola Reinhardt**, Associate Professor of Economics, *Co-Director*

**\*\*Ann Zulawski**, Assistant Professor of History and of Latin American Studies

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Five College courses may be included with the consent of the minor adviser.

## Anthropology

- |       |   |
|-------|---|
| 231a  | Africa: A Continent in Crisis   |
| [232a | Politics in Non-Western Societies]  |
| [236b | Economic Anthropology]  |
| 237b  | Native South Americans: Conquest and Development  |
| 238b  | Cultures of Terror: Anthropological Perspectives on Political Violence                      |
| 239a  | Women and Resistance in Latin America   |
| 241b  | Anthropological Perspectives on Development and Its Colonial Roots                          |
| [340b | Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World] |
| 341a  | Seminar: Ritual, Ideology and Power   |
| [343b | Seminar: Knowledge and Power: The Encounter Between Western Science and India]              |

## Economics

- |       |  |
|-------|--|
| 209a  | Comparative Economic Systems                       |
| 211a  | Economic Development                               |
| [213b | The World Food System]                             |
| [214b | The Economics of the Middle East and North Africa] |
| 311a  | Seminar: Economic Development in East Asia         |
| 318b  | Seminar: Latin American Economics                  |

## Afro-American Studies

- |      |   |
|------|---|
| 218b | History of Southern Africa (1600 to about 1980) |
|------|---|

## Government

- [224a Governments and Politics of the Middle East and North Africa]
- 226a Latin American Political Systems
- [227a Government and Politics of Sub-Saharan Africa]
- [230b Government and Politics of China]
- 231b Government and Plural Societies
- 233b Problems in Political Development
- 248b The Arab-Israeli Dispute
- 321b Seminar: Power and Politics in Africa
- 322a Seminar in Comparative Government: Mexican Politics from 1910–Present
- [324a Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
- [325a Seminar in Comparative Government]
- [345a Seminar: South Africa in World Politics]
- 348a Seminar: Conflict and Cooperation in Asia
- [349b Seminar: The Political Economy of the Newly Industrializing Countries of Asia]
- [352a Seminar: International Development Policy]

## INTERDEPARTMENTAL

### Latin American Studies

- 100a Perspectives on Latin America

## History

- 207a Islamic Civilization to the 15th Century
- 208b The Middle East Since the 15th Century
- [210b Modern India]
- 211a The Emergence of China
- [212b China in Transformation, A.D. 700–1850]
- [213b Japan Since 1600]
- [214b Aspects of Chinese History: Religion in China]
- 260a Colonial Latin America, 1492–1821
- [261b National Latin America, 1821–Present]
- [263b Continuity and Change in Spanish America and Brazil]
- [361b Problems in the History of Spanish America and Brazil]

# Urban Studies

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## Advisers

Martha Ackelsberg, Professor of Government

Randall Bartlett, Professor of Economics, *Director*

†Richard Fantasia, Associate Professor of Sociology

Helen Searing, Professor of Art

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The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

## Afro-American Studies

- |      |  |
|------|--|
| 278b | The '60s: A History of Afro-Americans in the United States from 1954 to 1970 |
|------|--|

## Art

- |        |   |
|--------|---|
| [202b] | History of City Planning and Landscape Design]  |
| [205a] | Great Cities]   |
| [215b] | Ancient Cities and Sanctuaries]   |
| [257b] | American Architecture and Urbanism]   |
| [258b] | Architecture of the 20th Century]   |
| 290a   | Colloquium: Architectural Studies. Topic for 1994-95: Gardens and Utopias in the Early Modern World |

## Economics

- |      |                 |
|------|-----------------|
| 230b | Urban Economics |
|------|-----------------|

## Education

- |      |                       |
|------|-----------------------|
| 200b | Education in the City |
|------|-----------------------|

## English

- |      |                                       |
|------|---------------------------------------|
| 248b | American Literature from 1865 to 1914 |
|------|---------------------------------------|

## Government

- |      |                           |
|------|---------------------------|
| 204a | Urban Politics            |
| 311b | Seminar in Urban Politics |

## Sociology

- |        |   |
|--------|---|
| 213b   | Ethnic Minorities in America                                      |
| [218a] | Urban Sociology]  |
| 313a   | Seminar: America's People   |
|        | Topic for 1994-95: Race, Ethnicity and the Challenge of Pluralism |



# Women's Studies

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## Members of the Women's Studies Program Committee for 1994-95

Martha Ackelsberg, Professor of Government and of Women's Studies

Brenda Allen, Assistant Professor of Psychology

Raphael Atlas, Associate Professor of Music

Susan Clark, Assistant Professor of Theatre

Leyla Ezdinli, Assistant Professor of French Language and Literature

Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature

Alice Hearst, Instructor in Government

Helen Lefkowitz Horowitz, Professor of History and of American Studies

Ann Jones, Professor of Comparative Literature

\*Frédérique Marglin, Associate Professor of Anthropology

†Ranu Samantrai, Assistant Professor of English Language and Literature

Margaret Sarkissian, Assistant Professor of Music

Marilyn Schuster, Professor of French Language and Literature and of Women's Studies

Christine Shelton, Assistant Professor of Exercise and Sport Studies

Sunka Simon, Assistant Professor of German Language and Literature

Patricia Sipe, Associate Professor of Mathematics

Cynthia Smith, Associate Professor of Afro-American Studies

\*Ruth Solie, Professor of Music

Elizabeth Spelman, Professor of Philosophy and of Women's Studies

Nancy Saporita Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies

Susan Van Dyne, Professor of Women's Studies and of English Language and Literature, *Chair and Director*

Nancy Whittier, Assistant Professor of Sociology

**Director:** The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

## Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humani-

ties, social sciences and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

## Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, Methods in Women's Studies and WST 350, Gender, Culture and Representation must be included among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated *component courses* in which the study of women or gender is a substantial issue or unit of study.

## Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the differences that race, class and culture make to women's experience in one or more of her elective courses.
3. A student will focus her study by taking at least three courses in one of three concentrations:
  - a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, psychology, public policy);
  - b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion, and theatre); and
  - c. *cross-cultural studies* (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history, and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

4. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

## Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

## Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Women's Studies Program Committee.

### 400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.

1 to 4 credits

### 400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program.

1 to 4 credits

### 430d Thesis

8 credits

## The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six *core courses*, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at

least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class and culture produce in women's experience.

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed, and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Note: Courses designated as seminars are limited enrollment and are open only to juniors, seniors and graduate students, by permission of the instructor.

## Approved courses for 1994-95

### Core Courses

#### WST 250a Methods in Women's Studies

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30.

4 credits

*Nancy Saporta Sternbach*

M W F 11 a.m.-12:10 p.m.

#### WST 250b Methods in Women's Studies

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30.

4 credits

*Martha Ackelsberg*

M W F 11 a.m.-12:10 p.m.

### WST 300a Special Topics in Women's Studies

Topic for Fall 1994: Forms of European Feminist Thought: Theory through Fiction, Dialogue and Film. This course will look at feminist theory in Europe from the Middle Ages to the present, focusing on the cultural forms women have adopted to communicate their ideas and persuade their contemporaries of the need for radical revisions of gender relations. Topics will include the nature/nurture debate (is woman born or made?), education, the family, work, political rights, sexuality. The goal of the course is to explore how feminist theory has evolved and how particular art forms have been used to frame theoretical questions in feminist thinking. Prerequisite: 250. Enrollment limited to Women's Studies majors and minors. **(L/H)**

4 credits

*Ann Jones*

T Th 10:30-11:50 a.m.

### WST 300b Special Topics in Women's Studies

Topic for Spring 1995: Fictions of Female Sexuality: The Last 100 Years. In this course we will look at 100 years of narratives of female sexuality in the U.S. with special emphasis on legal, medical and literary texts. How have writers, psychologists, sexologists, doctors, lawyers, philosophers, filmmakers and others represented variations of female sexuality? What do these narratives reveal about cultural norms, fears, anxieties and desires? What are some of the changing understandings of "healthy" sexuality? deviance? the relation between sexuality and reproduction? relations between women and men, relations between women? **(L/H)**

4 credits

*Marilyn Schuster*

T Th 10:30-11:50 a.m.

### WST 350a Gender, Culture and Representation

This senior integrating seminar for the women's studies major examines how gender is structured and represented in a variety of arenas including art, politics, law and popular culture. Through the critical reading of key contemporary works of feminist theory and intensive investigation of multidisciplinary case studies, we will study the



variety and ambiguities of political and symbolic representation—how can one woman's experience "stand for" another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors, and may not be elected S/U.  
4 credits

*Marilyn Schuster*

M W 2:40-4 p.m.

**WST 350b Gender, Culture and Representation**

A repetition of 350a.  
4 credits

*Susan Van Dyne*

M W 2:40-4 p.m.

**AAS 212b Culture and Class in the Afro-American Family**

*Ann Ferguson*

M W F 9-9:50 a.m.

**AAS 217b History of the Afro-American Woman and the Feminist Movement, 1830 to the Present**

*Ann Ferguson*

T Th 9-10:20 a.m.

**[AAS 220a Women of the African Diaspora]**

**AAS 326a Seminar: The Sociocultural Development of the Afro-American Woman**

*Ann Ferguson*

M W 2:40-4 p.m.

**AAS 348a Black Women Writers**

*Cynthia Smith*

M W F 1:10-2:30 p.m.

**ANT 243b The Pursuit of Ecology: Gender, Knowledge, Culture**

*Frédérique Apffel-Marglin*

T Th 1-2:50 p.m.

**[ANT 244a Woman/Body/Self Cross Culturally]**

*Frédérique Apffel-Marglin*

**ARH 292b Colloquium: Film and Art History**

Topic for 1994-95: En-gendering Stardom: The Construction of Female Personas in Hollywood Film.

*Barbara Kellum*

T Th 9-10:20 a.m.; screening M 7-9 p.m.

**ARH 354b Studies in American Art**

Topic for 1994-95: Women and Art at the Turn of the Century.

*John Davis*

Th 3-4:50 p.m.

**CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture**

*Nancy Shumate*

T Th 9-10:20 a.m.

**CLT 230a Unnatural Women: Mothers Who Kill Their Children**

*Thalia Pandiri*

T Th 9-10:20 a.m.

**CLT 235b Fairy Tales and Gender**

*Elizabeth Harries*

M W 1:10-2:30 p.m., F at the option of the instructor

**CLT 256b The Virgin in Myth and Literature**

*Margaret Cormack*

M W F 9-9:50 a.m.

**[CLT 268b Latina and Latin American Women Writers]**

*Nancy Sternbach*

**CLT 272b Women Writing: 20th-Century Fiction**

*Leyla Ezdinli*

T Th 10:30-11:50 a.m.

**[CLT 279b Women Writers of the Middle Ages]**

*Nancy Bradbury, Eglal Doss-Quinby*

**ECO 222a Women's Labor and the Economy**

*Irene Powell*

T Th 9-10:20 a.m.

**ENG 120a A. Fiction Section B**

*Robert Hosmer*

M W 1:10-2:30 p.m.

**ENG 264a American Women Poets**

*Susan Van Dyne*

M W F 1:10-2:30 p.m.

**[ENG 278a Women Writing: Post Colonial Fiction]**

*Ranu Samantrai*

**ENG 378a Seminar: Women and Literature**

Topic for 1994-95: Feminist Literary Theory.

*Susan Van Dyne*

T 1-2:50 p.m.

**[ESS 550a Women in Sport]***Christine Shelton***FLS 349a Women and Cinemagraphic Representation***Deborah Linderman*

T 1-2:50 p.m.; screening times M W 7:30-9:30

p.m.

**FRN 240a Black Women Writers***Leyla Ezdinli*

M W F 9-9:50 a.m.

**FRN 395b Studies in 20th Century Fiction**

Topic for 1994-95: Marguerite Duras and Monique Wittig: Contesting Sexuality and Textuality.

*Marilyn Schuster*

T 3-4:50 p.m., Th 3-3:50 p.m.

**GOV 204a Urban Politics***Martha Ackelsberg*

T Th 9-10:20 a.m.

**GOV 211b Gender and Politics***To be announced*

T Th 9-10:20 a.m.

**GOV 305a Seminar: Law, Family and State***Alice Hearst*

T 1-2:50 p.m.

**GOV 321b Seminar in Comparative Government**

Topic for 1994-95: Power and Politics in Africa: the Female Factor.

*Walter Morris-Hale*

T 3-4:50 p.m.

**[GOV 324a Seminar: Gender, Education and Democracy in Latin America]***Susan Bourque***GOV 346a Seminar: Gender and Politics in Europe***Luan Troxel*

M W 1:10-2:30 p.m.

**GOV 364a Feminist Theory***Joan Landes*

T 3-4:50 p.m.

**HST 253b Women in Modern European Societies**

Enrollment limited to 20.

*Joan Landes*

T 3-5:30 p.m.

**[HST 263b Continuity and Change in Spanish America and Brazil]**

Topic: Gender in the Study of Latin American History.

*Ann Zulawski***[HST 277a History of Women in the U.S., Colonial Period to 1865]***Helen Lefkowitz Horowitz***HST 278a History of Women in the U.S., 1865-1970***Helen Lefkowitz Horowitz*

T Th 10:30-11:50 a.m.

**HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection***Helen Lefkowitz Horowitz*

T 3-4:50 p.m.

**IDP 208a Women's Medical Issues***Barbara Brehm-Curtis, Leslie Jaffe*

T Th 10:30-11:50 a.m.

**ITL 343a Modern Italian Literature: Italian Women Writers: Mothers and Daughters***Giovanna Bellesia*

T Th 9-10:20 a.m.

**JPN 360b Seminar: Images of Women in Japanese Literature***Takao Hagiwara*

Th 1-4 p.m.

**JUD 224b Women in Rabbinic Literature***Howard Adelman*

M W F 10-10:50 a.m.

**[JUD 387b Seminar: Women in Jewish History]***Howard Adelman***MUS 100b E. Music and Gender in Cross-Cultural Perspective***Margaret Sarkissian*

M W F 9-9:50 a.m.

**[MUS 974a Topics in Piano]**

Topic: Women as Performers and Composers.

*Monica Jakuc*

**PHI 240b Philosophy and Women***Kathryn Pyne Addelson*

T Th 3-4:15 p.m.

**[PHI 304b Colloquium in Applied Ethics]**

Topic: Moral Passages: Issues in Reproduction and Procreation. To be offered in 1995-96.

*Kathryn Pyne Addelson***PHI 305a Topics in Feminist Theory***Elizabeth Spelman*

T 3-4:50 p.m.

**PSY 266b Psychology and Women**

Enrollment limited to juniors and seniors.

*Faye Crosby*

M W F 11 a.m.-12:10 p.m.

**PSY 366b Seminar: Topics in the Psychology of Women**

Topic for 1994-95: Gender, Education and Employment.

*Faye Crosby*

Th 1-2:50 p.m.

**SOC 229a Sex and Gender in American Society***Nancy Whittier*

T Th 9-10:20 a.m.

**SOC 323b Seminar: Gender and Social Change***Nancy Whittier*

T 3-4:50 p.m.

**SLL 372b Contemporary Women****Novelists of Latin America***Nancy Saporta Sternbach*

T Th 10:30-11:50 a.m.

**THE 214a Black Theatre***Andrea Hairston*

T Th 10:30-11:50 a.m.

**[THE 300a Women in Theatre]***Susan Clark***Component Courses****AAS 237a Major Black Writers: Fiction***Cynthia Smith*

M W F 11 a.m.-12:10 p.m.

**AAS 243b Afro-American Autobiography***Cynthia Smith*

T Th 10:30-11:50 a.m.

**[AAS 321a Seminar: Afro-American Folk Culture]****ARH 205b Great Cities: Paris***Helen Searing*

M W 2:40-4 p.m., F at the option of instructor

**[ARH 209b Etruscan Art]***Barbara Kellum***ARH 212a The Art of Rome (L)***Barbara Kellum*

T Th 9-10:20 a.m.

**ARH 291a Art Historical Methods (C)***Barbara Kellum*

Th 3-4:50 p.m.

**ARH 293b Art Historical Studies**

Topic for 1994-95: Roman Interiors: Domestic Space as Cultural Representation.

*Barbara Kellum*

T 1-2:50 p.m.

**[ARH 315b Studies in Roman Art: Popular Culture in the Roman World]***Barbara Kellum***CLT 229a Renaissance: Courtier, Courtesan, Citizen***Ann Jones*

M W 2:40-4 p.m.

**CLT 375b The Fiction of Letters***Sunka Simon*

T Th 3-4:50 p.m.

**[ENG 232b Restoration and 18th-Century Drama (1660-1800)]****ENG 238a The 18th Century Novel***Elizabeth Harries*

T Th 1-2:50 p.m.

**ENG 248b American Literature from 1865 to 1914***Susan Van Dyne*

M W F 11 a.m.-12:10 p.m.

**GER 225a Readings in German Literature***Gertraud Gutzmann*

T Th 9-10:20 a.m.

**[GER 228b The New German Cinema]***Sunka Simon*



**GOV 264b Problems in Democratic Thought***Philip Green*

M W 1:10-2:30 p.m.; dis. F 1:10-2:30 p.m.

**GOV 311b Seminar in Urban Politics**

Topic for 1994-95: To be announced.

*Martha Ackelsberg*

T 3-4:50 p.m.

**GOV 366a Seminar: Ideology, Culture and Politics***Philip Green*

Th 3-4:50 p.m.; films T 3-4:50 p.m. and W

7:30-10 p.m.

**PSY 278b Behavior in Organizations***Frances Volkmann*

T Th 1-2:50 p.m.

**REL 110b C: Christian Spirituality (Colloquium)***Elizabeth Carr*

T Th 10:30-11:50 a.m.

**REL 110b F: Issues in Contemporary Judaism***Lois Dubin*

T Th 10:30-11:50 a.m.

**THE 198a Theatre and Society: Pre-history to the Renaissance***Susan Clark*

Sec: A: T Th 9-10:20 a.m.; B: T Th 10:30-11:50 a.m.

**THE 199b Theatre and Society: Renaissance to the Birth of Modern Drama***Susan Clark*

T Th 10:30-11:50 a.m.

**THE 213a American Theatre and Drama***Susan Clark*

T Th 1-2:50 p.m.

**[THE 217a Modern European Drama]***Leonard Berkman***THE 218b Modern European Drama***Leonard Berkman*

T Th 9-10:20 a.m.

**THE 314b Masters and Movements in Drama***Susan Clark*

T Th 1-2:50 p.m.

# Interdepartmental and Extradepartmental Course Offerings

## ACC 223a Principles of Accounting

Fundamental concepts, procedures and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order. [S] 4 credits

Pieter Elgers

M W 2:40-4 p.m.

## [EDP 100b Colloquium: Understanding Social Issues]

This colloquium will select current social issues to be explored from many different perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 12. Preference given to first-year students. (E) 4 credits

Randall Bartlett (Economics)

## GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Chrétien de Troyes's *Yvain*; Christine de Pizan's *City of Ladies*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. [L] 8 credits

David Ball (French Language and Literature), Director (first semester)

Elizabeth Harries (English Language and Literature), Director (second semester)

Lec. W 2:40-4 p.m.; sections as below:

First semester:

M W F 9-9:50 a.m., Cornelia Pearsall (English Language and Literature)

M W F 10-10:50 a.m., David Ball (French Language and Literature)

M W F 11-11:50 a.m., Jefferson Hunter (English Language and Literature)

T Th 9-10:20 a.m., Roxanne Gentilcore (Classical Languages and Literatures)

T Th 10:30-11:50 a.m., Maria Banerjee (Russian Language and Literature)

T Th 1-2:50 p.m., Robert Hosmer (English Language and Literature)

Second semester:

M W F 11 a.m.-12:10 p.m., Elizabeth Harries (English Language and Literature)

M W 1:10-2:30 p.m., Nancy Shumate (Classical Languages and Literatures)

T Th 9-10:20 a.m., Ann Jones (Comparative Literature)

T Th 10:30-11:50 a.m., Maria Banerjee (Russian Language and Literature)

T Th 1-2:20 p.m., Nancy Mason Bradbury (English Language and Literature)

T Th 1-2:50 p.m., Robert Hosmer (English Language and Literature)

## IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. In addition to biological aspects, social, ethical and political aspects of these topics will be considered. Not open to first-year students. [N] 4 credits

Leslie Jaffe (Health Services), Barbara Brehm-Curtis (Exercise and Sport Studies)

T Th 10:30-11:50 a.m.

## IDP 326b Seminar: Patronage of Music in Renaissance and Early-Modern Europe

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of

artists from the early 15th to the early 17th centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required.

**{H/A}**

4 credits

*Richard Sherr and Joachim Stieber (History)*

Th 3-4:50 p.m.

**PPY 209b Philosophy and History of Psychology**

An examination of the philosophical roots of issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 credits

*Peter Pufall (Psychology)*

T Th 9-10:20 a.m.

**PPY 221b Language**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models and the representation of language in the brain.

**{N}**

4 credits

*Jill de Villiers*

M W F 8-8:50 a.m.



## Five College Course Offerings by Five College Faculty

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**Norman Cowie**, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program)

### First Semester

Mount Holyoke: **Interdepartmental 203f  
Studies in the Moving Image: Video  
Sketchbook**

Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology; a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary and experimental forms. We will also produce short video "sketches" throughout the semester. Permission of the instructor is required.

T Th 1:30-4 p.m.

Amherst: **English 90f**

UMass: **COMM 397A**

**Studies in the Moving Image: Questions  
of Documentary**

The aim of this class is to examine the dominant questions and controversies confronting documentary today, through readings, screenings and the production of a documentary project in film or video, or in special cases, another medium. Although the class will be structured around film and video documentary, we will also discuss the problems and questions of documentary and its relationship to the real as it arises in photography, print journalism and radio. This course is an entry level course; however, advanced students may participate. Permission of the instructor is required.

W 1-5:30 p.m.

### Second Semester

Hampshire: **CCS 240**

**Media Literacy**

Media Literacy is a course that seeks to integrate the critical interpretation of the media (particularly film, television, radio and photography) with production. We will interrogate the operations and functions of the media, develop "critical reading" skills and produce individual and collaborative media projects. We will also examine the history of media literacy as a critical pedagogy, survey its range of international and national practices and establish links with local groups involved with issues of community representation and media education. Particular emphasis will be placed on the development of media literacy strategies that work with and across different disciplines and communities.

Previous production experience and permission of the instructor are required.

To be arranged

Smith: **Film Studies 291b**

**Experimental Narrative**

Integrating theory and production, this course will seek to give articulation to stories of difference—whether sexual, ethnic, political, historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of "counter-narrative" projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by filmmakers, artists and activists. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) [A]

4 credits

To be arranged

**Ahmad Salim Dallal**, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program)

**Note: Mr. Dallal's courses will be taught in 1994-95 by an instructor to be announced.**

## First Semester

### UMass: **Arabic 126** **Elementary Arabic I**

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

T Th 1-2:45 p.m.

### UMass: **Arabic 326** **Intermediate Arabic** (Third year)

Covers conversational and argumentative speaking skills using a wider vocabulary and more complex grammatical elements. Students will read authentic reading materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies and other exercises. Prerequisites: Arabic 126 and 146, Arabic 226 and 246, or permission of the instructor. Texts: Selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes and radio broadcasts.

T Th 11:15 a.m.-12:30 p.m.

## Second Semester

### UMass: **Arabic 146** **Elementary Arabic II**

Continuation of Arabic 126.

T Th 1-2:45 p.m.

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**Yvonne Daniel**, Associate Professor of Dance (at Smith College Under the Five College Program)

On Sabbatical 1994-95

## First Semester

### [Smith: **Dance 143a** **Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) technique and includes Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are explored. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings.

2 credits

### [Hampshire: **HA 272** **Dance and Culture**]

This course is an introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, The Anthropology of Dance.)

## Second Semester

### [Smith: **Dance 375b** **The Anthropology of Dance**]

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as

functional behavior and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272. [A]

4 credits

[Amherst: **T&D H19**

**Contemporary Techniques: Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) technique and includes Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are explored. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings.

[Smith: **Dance 145b**

**Cuban Dance Traditions]**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Prerequisite: permission of the instructor.

2 credits

[Smith: **Dance 553b**

**Choreography and Music]**

This course is an exploration of the relationship between movement and sound. It focuses attention on how dance is structured, i.e., form, with the motivating and/or supporting musical component it acquires in the choreographic process. Students choreograph using specified musical forms and perform in specified dance styles. They listen to and become familiar with a variety of musical/sound systems from world cultures. This course expands skills in the organization and stylization of movement and in the analysis and

integration of music within choreography. Prerequisites: three semesters of choreography, familiarity with basic music theory, and or permission of instructor. [A]

4 credits

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**John Garofano**, Visiting Assistant Professor of International Relations (at Mount Holyoke under the Five College Program).

## First Semester

Smith: **GOV 245a**

**Foreign Policy of the United States**

An examination of some of the decisions central to American foreign policy since World War II, including such case studies as the Korean and Vietnam wars, the Bay of Pigs and the Cuban missile crisis, Hiroshima and SALT II. In each case, policy issues and the bureaucratic and political processes that framed the issues are examined. [S]

4 credits

T Th 9-10:20 a.m.

[Mount Holyoke: **International Relations 300 Vietnam War (Seminar)**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

Mount Holyoke: **International Relations 335f U.S. Military Intervention in Comparative Perspective**

Course will examine U.S. decisions for and against military intervention in the Third World before and after the Cold War. Cases include U.S. in Latin America early in the 20th century; Korea, 1950; Indochina, 1954; Laos and Vietnam in the 1960s; the Gulf War, 1990-91; and Somalia and Bosnia, 1992-93. Comparisons will be made with Israeli and Syrian interventions in Lebanon in the 1980s and the Soviet Union in Afghanistan. Emphasis on the quality of the decision-making process.

4 credits

M 7-10 p.m.



## Second Semester

[UMass: **Political Science 225**

### **Case Studies in American Foreign Policy]**

Same as Government 245a at Smith College first semester.

[Mount Holyoke: **IR 324s**

### **U.S. Foreign Policy and Post-Cold War Security Problems]**

This course will examine four emerging security issues. The first is the problem of coordinating efforts to limit or prohibit the spread of weapons of mass destruction. The second concerns the difficulties of intervention for humanitarian or peacekeeping reasons, with case studies of the interventions in Cambodia and Bosnia. The third issue revolves around environmental source for conflict, with a focus on the Middle East. Finally, the course will analyze the impact of heightened economic competition, primarily among the advanced industrialized states, on security relations. Prerequisites: 8 credits in Politics including D105 or Per I.

Mount Holyoke: **International Relations 387s Asian Security**

Asian security issues in the 19th and 20th centuries. The breakdown of Chinese influence on regional security in the 19th century. Russo-Japanese rivalry, and British-Japanese cooperation in 1918. The Japanese drive toward regional supremacy and attempts, such as the Washington Treaty, to forestall Japanese regional dominance. The post-1945 period of U.S. dominance in the region and the Asian security dilemmas, particularly those posed by the economic dynamism of the region, of the post-Cold War world.

One three-hour meeting.

Hampshire College: **SSxxxxx (number to be announced)**

### **The Vietnam War**

A history of American involvement in Vietnam, including a review of the origins of the war and United States intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on United States foreign policies. Particular attention will be given to lessons that can be drawn about how American society makes its foreign policies. Enrollment limited.

Time to be arranged

**Hiroshi Inoue**, Visiting Assistant Professor in Asian Studies (at Mount Holyoke under the Five College Program).

## First Semester

Mount Holyoke: **Asian 222f**

### **Intermediate Japanese (Intensive)**

A continuation of Elementary Japanese.

Equal emphasis on speaking, listening, reading and writing modern Japanese. Approximately 350 kanji. Classwork is supplemented by tapes, videos and computer programs.

M W F 8:35-9:50 a.m.

Students must choose one of two labs:

Lab: T 10:50 and Lab: TTh 1:00

## Second Semester

Mount Holyoke: **Asian 223**

### **Intermediate Japanese**

Continuation of Mount Holyoke Asian 222f first semester.

M W F 8:35-9:50 a.m.

Lab: 223X01, T Th 10-10:50 a.m.

Lab: 223X02, T Th 1-1:50 p.m.

Mount Holyoke: **Asian 351**

### **Seminar: Japanese Studies**

A specific topic relating to Japanese Society or Literature will be chosen each semester or the course is offered. All reading in Japanese. M 7-10 p.m.

Mount Holyoke: **Asian 361**

### **Anthropology and Japan**

A specific topic relating anthropology and Japanese culture will be chosen each semester. All reading in English.

T 1-3:50 p.m.

**Mohammed Mossa Jiyad**, Five College Senior Lecturer in Arabic (at Mount Holyoke College)

## First Semester

Smith: **Arabic 100d**

### **Elementary Arabic I**

This course covers the Arabic alphabet and elementary vocabulary for everyday use, in-

cluding courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. Textbook: *Ablan wa Sablan*, Part I, by Mehdi Alosch, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game. {F} 8 credits  
M W F 10-10:50 a.m.

### Hampshire: **FL 105**

#### **Elementary Arabic I**

Same as Smith Arabic 100d.  
M W 12-1:30 p.m., F 12-1 p.m.

### Mount Holyoke: **Asian 132**

#### **Intermediate Arabic I**

Covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students will also read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian 130 and 131, or permission of the instructor. Textbook: *Al-Kitaab al-Asaasy*, Part I, by Said Badawi, The Arab League Press, Computer Software: AraCon Game, AraForm Game, The Tower Game and The Sinbad Game, by Mohammed Jiyad, Mount Holyoke College.  
M W 2:30-4 p.m., F 2:30-3:30 p.m.

## Second Semester

### Smith: **Arabic 100d**

#### **Elementary Arabic I**

This course is a continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.  
M W F 10-10:50 a.m.

### UMass: **Arabic 246**

#### **Intermediate Arabic II**

This course is a continuation of Intermediate Arabic I. Conversational exercises will focus

on content areas such as personal history, leisure time activities and transactions, giving directions and simple information about events. Students will read informational texts and practice a number of practical writing needs, including letters about personal preferences, daily routine, everyday events and other topics grounded in personal experience. Prerequisite: Arabic 226 or permission of the instructor. Textbooks: *Al-Kitaab al-Asaasy*, Part II, by Said Badawi, The Arab League Press. Computer Software: Juha Game, Mission Game and The Pyramid Game, by Mohammed Jiyad, Mount Holyoke College.  
M W 12-1:30 p.m., F 12-1 p.m.

### Mount Holyoke: **Asian 131**

#### **Elementary Arabic II**

Same as Smith Arabic 100d, second semester.  
M W 2:30-4 p.m., F 2:30-3:30 p.m.

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**Michael T. Klare**, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

## First Semester

### Mount Holyoke: **IR 311f**

#### **Problems of International Peace and Security**

A research-oriented seminar on critical problems of international peace and security in the 1990s, intended for students who seek to enhance both their research skills and their understanding of current world security affairs. In 1992, the course focused on problems of regional conflict in the Third World, and on problems arising from the flow of advanced military technologies (nuclear, chemical and conventional) from the industrial powers of the "North" to the emerging regional powers of the developing world. The course begins with presentations on particular themes by the instructor, along with a discussion of research principles and methods. Each student selects a particular problem for intensive study, which results in a research paper and oral report.  
W 1-3 p.m.

[Smith: **Government 251a**

**Problems of International Security]**

A survey of the emerging threats to international peace and security in the post-Cold War era, and of methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Will entail lectures by the instructor and by guest lecturers. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up the results in a term paper; they may also be asked to give an oral report on their findings in class.

4 credits

## Second Semester

[Hampshire: **SS/NS 174**

**War, Revolution and Peace]**

A study of the causes and nature of armed conflict in the contemporary world, methods devised by the world community to prevent and terminate such conflict. Designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts and to stimulate their interest in the search for effective peacemaking strategies. Will focus on such topics as: the legacies of the Cold War; ethnic and regional conflict in the Third World; revolutionary conflict; arms control and disarmament; U.N. peacekeeping; international mediation and conflict resolution; the role of peace movements. Will entail lectures by the instructor and by invited lecturers, as well as periodic discussion sessions. Students will be required to write one short and one long paper during the course of the semester.

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**Ahmet Kuyas**, Assistant Professor of History  
(at Mount Holyoke Under the Five College Program)

## First Semester

Mount Holyoke: **History 311**

**The Middle East and World War I**

A detailed study of the most significant event in the shaping of the modern Middle East, the course will focus on: (1) the local tensions on the eve of the war, (2) the developments during the hostilities and (3) the reshaping of the Middle East, with special reference to imperialist designs and the claims of various nationalisms in the region.

Th 1-4 p.m.

Amherst: **History 76f**

**The Rise and Decline of the Ottoman Empire**

The course is a survey of 600 years of South-East European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to its pre-Islamic Turkish, Islamic and Byzantine traditions. It focuses on the development of various Ottoman institutions which constituted the pillars of a world power, and the background to two dozen present-day countries between the Danube and the Indian Ocean. Two class meetings per week.

M W to be arranged

## Second Semester

UMass: **History 343**

**The Modern Middle East**

A survey of the modern Middle East, including North Africa and part of Muslim Central Asia, from the late 18th century to the 1960s. The course focuses on the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies and present-day problems related to those responses.

To be arranged

Mount Holyoke: **History 301 (02)**

**Modern Revolution in Comparative Perspective**

The French Revolution of the 18th century (1789-1799) and the Turkish Revolution of the early 20th century (1919-1935) will serve as two specific cases for exploring historical similarities and differences in the causes, consequences and meaning of modern revolutions,



the significance of revolutionary ideology, the roles of revolutionary elites and popular movements, the impact of war, the degree of change and continuity that result from revolution and the establishment of revolutionary and anti-revolutionary traditions in the political culture. Debate and discussion of a broad historical theme, issue or problem that is likely to affect the world in which current students will come of age. Restricted to senior history majors and limited to 15 students. To be arranged

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**Elizabeth H.D. Mazzocco**, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

## First Semester

UMass: **Italian 514**

### The Early Renaissance

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Pulci's *Morgante* and *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include: the female warrior, magic and incantations, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the joust as game and war, as well as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian. T Th 2:30-3:45 p.m.

[UMass: **Italian 524**

### Literature of the High Renaissance]

The course as a whole will explore masterpieces of prose, poetry and theatre from the Italian High Renaissance. Selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations and write a solid research paper on a topic chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theo-

ries and treatises associated with the intensely charged debate surrounding the *questione della lingua* as well as selections from Renaissance Italian political thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work not studied previously. All work will be done in Italian.

## Second Semester

[UMass: **Italian 569**

### 19th and 20th Century Italian Theatre]

This course is open to advanced majors or graduate students. In addition to reading the works of a variety of 19th and 20th century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunzio, Verga, Pirandello, De Filippo, Fo and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in Italian: students will present oral reports and write critiques and a final research paper in addition to a final.

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**Ali Mirsepasi**, Assistant Professor of Sociology (at Hampshire College under the Five College Program)

## First Semester

Amherst: **Sociology 42f**

### Religion, Culture and Social Change in the Middle East

This course will introduce students to sociological analysis of cultural accommodations to social change in the Middle East. Questions such as the contentions between Islamic ideology and secularism and Islamic traditions and modernity will be examined. We will explore different approaches and theories about the historical origins, social context and cultural meaning of the current Islamic movement in the Middle East. The main segment of the course involves the investigation of the rise of Islamic movements in four countries of the Middle East. Relationships between socio-economic modernization and secularism and the rise of the Is-

lamic politics will be explored through a comparative study of Egypt, Turkey, Algeria and Iran. In the final section of the course, we will examine the future social, cultural and political trends in Middle Eastern societies. We will specifically explore the prospects for democratization and development in the region.

T Th 10:30 a.m.–12 noon

### Hampshire: SS 235

#### **Societies and Cultures of the Middle East**

This course is designed to introduce students to the historical, social, political and cultural dynamics of the contemporary Middle East. We will look at the historical and geographical contours of the region. We will explore the culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics and issues such as ethnicity and gender. Throughout the course, attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to facilitate cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

T Th 1:30–3:30 p.m.

## Second Semester

### Hampshire: SS 167

#### **Post-Colonial Studies: Imagining the Middle East and Latin America**

This course looks at how modern western imagination represents other cultures. In the process, we will introduce students to critical concepts that shape current debates about representation and our comprehension of the world (modernity/post-modernity), "First" and "Third" Worlds; and development/underdevelopment. We will examine as case studies shifting representations of the Middle East and Latin America in U.S. popular culture, including visual (films, advertising, etc.) and literary texts (thrillers, spy novels, romance fiction). We will consider the interrelationship between popular cultural representations and the manner in which these two areas of the world are conceptualized in the academy and in "high culture" in general (i.e., theorized, e.g., as orientalism, in the case of the Middle East). It is an assumption of the course that a "post-colonial"

framework is key to interpreting not only those "other" societies, but also the contemporary U.S. and Europe. A comparative focus will enable us to raise the question of variations in both the contemporary and historical representations of the "other."

T Th 1:30–3 p.m.

### Mount Holyoke: IR 214S

#### **Social Movements and Social Change in the Middle East**

This course will examine the current social movements (Islamic "fundamentalist," democratic, women's) in the Middle East as responses to the failure of secular modernism. We will explore different approaches and theories about the historical origins, global context and political implications of the current Islamic movements in the Middle East. We will look at relationships between economic modernization and secularism and the rise of the Islamic political movements through a comparative study of Egypt, Turkey, Algeria and Iran. In the final section of the course, we will examine the future social, cultural and political trends in the Middle Eastern societies. We will specifically explore the prospects for democratization (including democratization of gender relations) in the Islamic Middle East.

T Th 11 a.m.–12:15 p.m.

**J. Michael Rhodes**, Professor of Geochemistry (at the University of Massachusetts under the Five College Program)

## First Semester

### UMass: Geology 591M

#### **Geochemistry of Magmatic Processes**

Geochemical aspects of the formation and evolution of the earth's mantle and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.

M Th 3:35–5:30 p.m.



**UMass: Geology 100****Dynamic Earth**

The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce and their impact on humans.

M W F 12:20-1:10 p.m.

## Second Semester

**\*UMass: Geology 591V****Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited.

F 1:30-3:30 p.m.; additional two-hour lecture to be arranged

\*Institutional location of class will be varied depending on enrollment.

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**Yoshinori Sasaki**, Visiting Assistant Professor of Japanese (at the University under the Five College Program)

**Note: Mr. Sasaki's courses will be taught in 1994-95 by an instructor to be announced.**

## First Semester

**UMass: Japan 597A****Material Evaluation and Development**

Students will learn various evaluation criteria and development techniques of teaching materials. This course will familiarize students with: pertinent pedagogical and language learning theories; criteria for evaluating and selecting courseware; logistics of material development. Students are expected to conduct projects on material evaluation and/or development.

T Th 2:30-3:45 p.m.

**UMass: Japan 326****Intensive Intermediate Japanese I**

Course will concentrate on the reading and analysis of literary texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. Format includes recitation and discussion. Requirements include daily quizzes and mid-term exam. Prerequisites: Japan 246 or equivalent.

Lec. T Th 9:05 a.m.; dis. M T W Th 10:10 a.m., 11:15 a.m., 12:20 p.m.

**[UMass: Japan 430****Scientific and Technical Japanese]**

Introduction to the reading, comprehension, discussion and translation of scientific and technical materials using as a text: *Comprehending Technical Japanese* (Daub, Bird & Inoue), and materials from other sources selected on the basis of need and interest of the class members. Requirements include class participation, written translations, regular quizzes. Prerequisites: Japan 327 or permission of the instructor.

## Second Semester

**UMass: Japan 327****Intensive Intermediate Japanese II**

Course builds reading skills through reading and grammatical analysis of the text; builds spoken fluency by discussion of the text, through oral drills on new vocabulary and grammar and through occasional use of video material. Emphasis is placed on building vocabulary by learning *kani*ji. Requirements include regular class attendance and thorough preparation of assigned materials; weekly quizzes on vocabulary and *kani*ji; oral and written tests after each lesson; take-home tests during each lesson; mid-term and final examination. Prerequisites: Japan 326 or permission of the instructor.

Lec. T Th 9:05 a.m.; dis. M T W Th 10:10 a.m., 11:15 a.m., 12:20 p.m.

**[UMass: Japan 433****Media Japanese II]**

Designed to help advanced students improve their Japanese language ability in the field of mass-media communication. Major activities include reading economy related newspaper articles, viewing video segments of Japanese news broadcasts through the SCOLA system and of other programs, and doing some listening comprehension exercises. Prerequisites: Japanese 432 (Media Japanese I) or permission of the instructor.



# Five College Certificate in African Studies

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The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

1. One course providing an introductory historical perspective that surveys the African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education and the fine arts and humanities.

A complete list of the Five College courses for each of the four requirements is available from the advisers listed below and from the Five College Center.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic);
2. No more than two courses in any one department may be counted toward the certificate;
3. With the approval of the student's African Studies adviser, two relevant courses taken at schools other than the five colleges may be counted toward the certificate;
4. Students must receive a grade of B or better in every course;
5. Students are encouraged to complete their program with a special studies that will integrate and focus their course work;
6. Students are also encouraged to take

advantage of academic programs that offer residence for a semester or more in Africa.

For further details, consult one of the campus representatives:

**Amherst College:** Reinhard Sander, Department of Black Studies.

**Hampshire College:** Tsenay Serequeberhan.

**Mount Holyoke College:** Samba Gadjigo, Department of French.

**Smith College:** Elizabeth Hopkins, Department of Anthropology.

**University of Massachusetts:** Ralph Faulkingham, Department of Anthropology; and J.V.O. Richards, Department of Afro-American Studies.

## Five College Certificate in International Relations

---

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary American foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below and the Five College Center. Not every Five-College

course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

**Amherst College:** William Taubman, Political Science.

**Hampshire College:** Benjamin Wisner, Social Science.

**Mount Holyoke College:** Vincent Ferraro, Politics.

**Smith College:** Elizabeth Doherty, Government; Peter Rowe, Government; Gregory White, Government.

**University of Massachusetts:** Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.

## Five College Certificate in Latin American Studies

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The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. An interdisciplinary seminar taught by two or more faculty members representing two or more of the five colleges.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.



## Five College Certificate in Middle East Studies

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The Five College Certificate in Middle East Studies provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and professional needs in conjunction with an adviser from their home institution. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will count at the discretion of the student's adviser. Students must receive a grade of B or better in every course counted toward the Certificate.

### Requirements:

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as: Arabic, Hebrew, Turkish, Persian, and Armenian. Requirement may be fulfilled through course completion or by examination.

2. Two introductory courses providing a historical overview of the medieval (600–1500 A.D.) and modern (1500–present) periods, one from each period.
3. Five courses from the following categories. Students must take at least one course from each of the three groups. No more than a total of two courses in any one group may be counted toward fulfilling the program requirement.

Group one: Religion/Philosophy

Group two: History/Literature/Arts

Group three: Social Sciences

A complete list of the courses offered at each of the Five Colleges that qualify for each of the requirements is available from the advisers listed below and from the Five College Center. There is at least one adviser in Middle East Studies on each campus.

**Amherst College:** Robert Doran or Jamal Elias.

**Hampshire College:** Aaron Berman.

**Mount Holyoke College:** Kavita Khory.

**Smith College:** Keith Lewinstein, Howard Adelman.

**University of Massachusetts:** Mary Wilson.

## Five College Self-Instructional Language Program

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The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20-30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language

course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered (with the sole exception of Korean) are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

### Language Courses Offered in 1994-95

Hindi I, II, III, IV  
Hungarian I, II, III, IV  
Indonesian I, II, III, IV  
Korean I, II, III, IV  
Modern Greek I, II, III, IV  
Norwegian I, II, III, IV  
Serbo-Croatian I, II, III, IV  
Swahili I, II, III, IV  
Turkish I, II, III, IV  
Urdu I, II, III, IV

# The Athletic Program

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Lynn Oberbillig, M.B.A., *Director of Athletics*

## Senior Coaches

Kim Bierwert, B.A., Senior Coach of  
Swimming and Diving

Christine Davis, M.S., Senior Coach of Tennis  
Bonnie May, M.S., Senior Coach of Softball  
and Volleyball

Suzanne Payne, M.Ed., Senior Coach of  
Riding

## Coaches

James Babyak, M.A., Coach of Basketball and  
Soccer

Carla Coffey, M.A., Coach of Cross Country  
and Track and Field

Theresa Collins, M.S., Coach of Skiing

Kathy Saltis, B.A., Coach of Crew

Erin Robson, M.S., Coach of Squash

Judy Strong, B.S., Coach of Field Hockey and  
Lacrosse

## Staff

Mary E. O'Carroll, M.S., Athletic Trainer

Louise Goodrum, M.S., Assistant Athletic  
Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on page 202. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

## Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1994-95, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., *James Babyak*.

**Crew.** Season: September-November, January-May. Practice hours: M T W Th F 4-6 p.m. or 6-8 a.m. and as schedules permit, *Kathy Saltis*.

**Cross Country.** Season: September-November. Practice hours: M T W Th F 4-6 p.m., F 3:30-5:30 p.m., *Carla Coffey*.

**Field Hockey.** Season: September-November. Practice hours: M T W Th F 4-6 p.m., F 3:30-5:30 p.m., *Judy Strong*.

**Lacrosse.** Season: February-May. Practice hours: M T W Th F 4-6 p.m., F 3:30-5:30 p.m., *Judy Strong*.

**Riding.** Season: September-November, February-May. Practice hours: To be arranged, *Suzanne Payne*.



**Skiing.** Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged, *Theresa Collins*.

**Soccer.** Season: September–November. Practice hours: M T W Th F 4–6 p.m., *James Babyak*.

**Softball.** Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Bonnie May*.

**Squash.** Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Erin Robson*.

**Swimming and Diving.** Season: September–February. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*.

**Tennis.** Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Christine Davis*.

**Track and Field.** Season: Mid-November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: November through December, five days per week; January–May M T W Th 4–6 p.m., and F 3:30–5:30 p.m., *Carla Coffey*.

**Volleyball.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Bonnie May*.

## Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3-on-3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently, there are 11 clubs: **Badminton, Croquet, Cycling, Fencing, Golf, Indoor Soccer, Outing, Riding, Rugby, Sailing and Synchronized Swimming.**

# Directory

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**Bianca del Vecchio, Diploma di Magistero**  
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*Esther Cloudman Dunn Professor Emeritus of English Language and Literature* (1993)

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*Professor Emeritus of Psychology* (1994)

**Lois Ann Hartman, Ph.D.**  
*Dean Emeritus of the Smith College School for Social Work and Elizabeth Marting Treubhaft Professor Emeritus of the Smith College School for Social Work* (1994)



## Professors

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*Professor of Government and of Women's Studies*

B.A. Radcliffe College, M.A., Ph.D. Princeton University.

### Kathryn Pyne Addelson

*Mary Huggins Gamble Professor of Philosophy*  
A.B. Indiana University, Ph.D. Stanford University.

### Joan Afferica

*L. Clark Seelye Professor of History*  
B.A. Barnard College, M.A. Radcliffe College, Ph.D. Harvard University.

### Michael O. Albertson

*Professor of Mathematics*  
B.S. Michigan State University, Ph.D. University of Pennsylvania.

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## Elected Committees

### Academic Freedom Committee

Karl Donfried (1997); Fred Leonard (1996); Petra Turowski (1995).

### Advisory Committee on Faculty Appointments

David Ball (1995); Randall Bartlett (1996); Richard Briggs (1997); Suzan Edwards (1997); William Oram (1996); Peter Rose (1995); Faculty Council Representative (non-voting): Martha Ackelsberg.

### Committee on Academic Policy

Dean of the Faculty, Chair (John Connolly); Dean of the Senior Class, non-voting (Margaret Olivo); Fletcher Blanchard (1995); Peter Bloom (1996); Joseph O'Rourke (1996); Thalia Pandiri (1995); Karen Pfeifer (1997); Sharon Seelig (1995); Louis Wilson (1997); Dennis Yasutomo (1996); Faculty Council Representative (non-voting): Kenneth Hellman.

### Committee on College Planning and Resources

President, Chair (Mary Maples Dunn); two Trustees; Dean of the Faculty (John Connolly); Dean for Academic Development (Susan Bourque); Dean of the College (Ann Burger); Dean of Enrollment (B. Ann Wright); Treasurer or Associate Treasurer; Director of Development (Charlotte Heart); President of the Alumnae Association (Susan Dunn Marshall); Faculty Council (Martha Ackelsberg, Donald Baumer, Kenneth Hellman, Richard Sherr, Andrew Zimbalist); President of the Student Government Association (Kate Connolly); Past President of the Junior Class (Caroline Chan); President of the Junior Class (Amy Kim); Chair of the Board of Trustees, ex officio (Kate Webster).

### Committee on Community Policy

Howard Adelman (1996); Alice Hearst (1997); Dennis Hudson (1995); Frédérique Apfel-Marglin (1995); Paulette Peckol (1997);

Faculty Council Representative (non-voting): Donald Baumer; Dean of the College (Ann M. Burger); Director of Affirmative Action; three students (Kate Connolly, President of the Student Government Association; Janice Lee, Vice President of the Student Government Association; Eliza Shulman, Head of House Presidents); three staff members (one each: administrative support, administrative, service).

### Committee on Faculty Compensation and Development

Dean for Academic Development, Chair (Susan Bourque) (non-voting); Jane Bryden (1997); Nalini Easwar (1997); Howard Gold (1995); Mahnaz Mahdavi (1995); Howard Nenner (1995); Faculty Council Representative (non-voting): Andrew Zimbalist.

### Faculty Council

Martha Ackelsberg (1997); Donald Baumer (1996); Kenneth Hellman (1997); Richard Sherr, Chair (1995); Andrew Zimbalist (1995).

### Committee on Grievance

Scott Bradbury (1996); Lois Dubin (1996); Richard Millington (1996); Eric Reeves (1995); Carol Zaleski (1995). Alternates: Rosetta Cohen (1995); Michael Gorra (1995).

### Committee on the Library

Craig Davis (1996); Helen Horowitz (1997); Eric Reeves (1995); Stylianos Scordilis (1996); Elizabeth Spelman (1996); two students; Director of Libraries (Sarah Pritchard); Dean of the Faculty (John Connolly) (non-voting).

### Committee on Tenure and Promotion

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Alumnae Association of Smith College:  
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Alumnae Fund: 1 (800) 241-2056

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# Index

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- Abbreviations and symbols, explanation of, 92-93
- Absence, leaves of, 87-88
- Absence from classes, 87
- Academic achievements, prizes and awards, 53-59
- Academic calendar, 2-3
- Academic course load, 81
- Academic credit, 84-86
- Academic Development, Center for, 45
- Academic Honor Code, 17
- Academic program, 13-25
- Academic records, disclosure of, 87
- Academic rules and procedures, 81-88
- Academic societies, 54
- Academic standing, 86-87
- Accelerated course programs, 17-18
- Accreditation, iv
- Ada Comstock Scholars Program, 18
- admission, 80
  - fees and expenses, 61-66
  - financial aid, 71-72
  - grading options, 84-85
- Adding or dropping courses, 82-83
- Administration directory, 391-393
- Admission, 75-80
- graduate study, 27-28
  - international students, 27-28, 33
  - undergraduate study, 75
  - Ada Comstock Scholars, 80
- advanced placement credit, 78, 85
- application fee, 62
- deadline dates, 77
- entrance tests, 76
- health form, 47
- interview, 78
- international students, 79
- secondary school preparation, 75-76
- transfer applicants, 79
- Admission, to courses requiring special permission, 81-82
- Advanced placement, 78, 85
- toward requirements, 85
- Advanced standing, 76, 85
- Advising, 16-17
- career, 46-47
  - engineering, 16
  - minor advisers, 16
  - prelaw, 17
  - premajor and major advisers, 16
  - premedical and prehealth professions, 17, 139
- African studies, Five College certificate in, 360
- Afro-American studies, 94-97
- Age of majority, 87
- Ainsworth/Scott Gymnasiums, 45-46
- hours, 46
- Air Force ROTC, 73-74
- Alumnae
- networking, 46-47
  - support, 72
- Alumnae Association
- officers, 395
- Alumnae Gymnasium, 6, 42
- American College Testing Program, 76
- American Collegiate Consortium, 23
- American studies, 98-101
- diploma in, 33
- Amherst College
- cooperative program with, 19, 24, 42
  - Twelve College Exchange, 24-25
  - cooperative Ph.D. program, 27, 33
- Ancient studies, 102
- Anthropology, 103-107
- Application for admission
- graduate study, 27-28
  - nondegree studies, 33-34
  - undergraduate study, 76-77
- Archaeology, 108-109
- Architecture and landscape architecture
- courses. *See* Art.
- Army ROTC, 73-74
- Art, 110-122
- Art Library, 43
- hours, 43
- Art museum, 43
- hours, 43
- Assistantships, graduate, 37-38
- Associated Kyoto Program, 23
- Astronomy, 123-127
- Athletic facilities, 45-46

- Athletic fields, 45  
 Athletic program, 46, 365–366  
     *See also* Exercise and sport studies.  
 Athletics, 46, 365–366  
 Auditing  
     community: nonmatriculated students, 18, 82  
     fees for nonmatriculated students, 64  
     matriculated students, 82  
 Awards, 53–59  
  
 Bachelor of arts degree, 81  
 Bacteriology. *See* Biological sciences.  
 Berenson Dance Studio, 44  
 Biblical literature. *See* Religion and biblical literature.  
 Biochemistry, 128–129  
 Biological sciences, 130–139  
     master's degree, 29  
 Black colleges, study at, 24  
 Board of counselors, 368  
 Board of trustees, 367  
 Boathouse, 46  
 Botanic gardens, 43  
 Botany. *See* Biological sciences.  
 Bowdoin, study at, 24  
 Burton Hall, 6, 42  
 Burton, Marion LeRoy, 6  
  
 Calendar, academic, 2–3  
 Campus jobs, 72  
 Career counseling, 46–47  
 Career Development Office, 46–47  
 Career resource library, 47  
 Catholic chaplain, 48  
 Center for Academic Development, 45  
 Center for Foreign Languages and Cultures, 44  
     hours, 44  
 Certificate of Graduate Studies, 27, 33  
 Changes in course registration  
     graduate, 38–39  
     undergraduate, 82–83  
 Chaplains, 48  
 Chemical engineering, 190  
 Chemistry, 140–143  
 Chemistry lab fee, 64  
 Child study. *See* Education and child study.  
 Chinese. *See* East Asian studies.  
 Churches, 48  
 Civil engineering, 190  
 Clark Science Center, 42–43  
 Clarke School for the Deaf, 31  
 Class schedule chart, inside back cover  
 Classical languages and literatures, 144–147  
 College Archives, 41–42  
 College Board tests, 75  
  
 College physician, 47  
 College Scholarship Service, 70  
 Committees, 394  
 Comparative literature, 148–153  
 Computer engineering, 190  
 Computer facilities, 45  
 Computer science, 154–158  
 Confidentiality  
     of medical records, 47  
     of student records, 87  
 Connecticut College, study at, 24  
 Consortial Study Abroad Programs, 23–24  
 Continuation fee, 64  
 Continuing education. *See* Ada Comstock Scholars Program; nonmatriculated students.  
 Contractual limitations, 66  
 Conway, Jill Ker, 8, 368  
 Cooperative programs with other institutions, 19  
 Córdoba, study abroad, 23  
 Counselors, board of, 368  
 Counseling  
     career, 46–47  
     personal, 47  
     religious, 48  
 Course enrollments, Five College, 83–84  
     summary, 49  
 Course load, 81  
 Course numbers, key to, 92  
 Course programs  
     accelerated, 17–18  
     honors, 19  
     independent study, 19, 82  
     regular, 13–16, 81  
     Smith Scholars, 20  
 Course registration, 38–39, 82–83  
 Courses, election of, 81–84  
 Courses of study, 89–366  
 Courses requiring permission, admission to, 81  
 Course symbols, designations, abbreviations, explanation of, 92–93  
 Credit  
     academic, 84–86  
     advanced placement, 78, 85  
     internships, 19–20, 82  
     interterm, 85–86  
     shortage, 85  
     summer school, 85  
 Crew shells, 46  
 Cross country course, 45–46  
 Curricular expectations, 14  
 Curriculum, 13–14  
  
 Dance, 159–167  
     facilities, 43–44

- master's degree, 32
- Dartmouth, study at, 24
- Davis, Herbert, 7
- Deadlines
  - for admission, 77
  - for course changes, 38–39, 82–83
  - for financial aid, 71
- Deaf, teaching of the, 31–32
- Dean's List, 53–54
- Deferred entrance to first-year class, 78
- Degrees, requirements for
  - bachelor of arts, 14–15, 81
  - doctor of philosophy, 32–33
  - doctor of philosophy, Five College cooperative degree, 27
  - master of arts, 29–30
  - master of arts in teaching, 31
  - master of education, 31
  - master of education of the deaf, 31–32
  - master of fine arts, 32
  - master of science in exercise and sport studies, 32
  - master/Ph.D. of social work, 33
  - satisfactory progress, 86–87
- Departmental Honors Program, 19, 53
- Deposits, 62–63
  - for graduate students, 35–36
- Dining arrangements, 46
- Diploma in American studies, 33
- Directions to the college, iv
- Dismissal, 87
- Doctors, 47–48
- Doctor of philosophy degree, 27, 32–33
- Dormitories. *See* Residential houses for undergraduates.
- Dropping or adding courses, 38–39, 82–83
- Dunn, Mary Maples, 8–9, 367, 368
- Early Decision Plan, 76–77
- East Asian languages and literatures, 168–171
- East Asian studies, 172–174
- Economics, 175–181
- Education and child study, 182–189
  - master's degree, 29–30
- Education, master's degree, 31
- Election of courses, 81–84
- Electrical engineering, 190
- Elizabeth Mason Infirmary, 47
- Emeriti, 368–371
- Engineering, 190
- English language and literature, 191–200
- Enrollment statistics, 49–51
- Entrance requirements, 75–76
- Ethics, 201
- Exercise and sport studies, 202–210
  - master's degree, 32
- Expenses, 61–66
- Extended Repayment Plan, 66–69
- Extracurricular activities, 46, 48
- Facilities, 41–46
- Faculty, 368–390
  - Five College, 351–359
- Family Education Loans, 66–68
- Fees and expenses, 61–66
  - contractual limitations, 66
  - graduate study, 35–36
  - Junior Year Abroad, 21
  - Twelve College Exchange, 24
- Fellowships, teaching, 37–38
- Fields of knowledge, seven major, 13–14
  - abbreviations in course listings, 93
- Film studies, 211–213
- Financial aid, 37–38, 70–74
  - Ada Comstock Scholars, 71–72
  - campus jobs, 72
  - deadlines, 71
  - graduate students, 37–38, 74
  - grants, 72–73
  - loans, 72
  - ROTC scholarships, 73–74
  - toll-free information number, 74
  - transfer students, 71
  - work-study, 72
- Fine arts center, 43
- Fine arts, master's degree, 32
- First Group Scholars, 53
- First Group Scholarships, 73
- Five College Certificate Programs, 16
  - African studies, 360
  - International relations, 361
  - Latin American studies, 362
  - Middle East studies, 363
- Five College Cooperation, 19
  - course enrollment, 83–84
  - course interchange, 19
  - course offerings, 351–359
  - course regulations, 83–84
- Five College faculty, 351–359
- Florence, study abroad, 21–22
- Foreign language literature courses in translation, 214
- Foreign students. *See* International students.
- Foreign study programs, 20–24
- France, study abroad, 22–23
- French language and literature, 215–221
- Geneva, study abroad, 22
- Geographical distribution of students, 50
- Geology, 222–225
- German studies, 226–230
- Germany, study abroad, 22
- Government, 231–241



- Grading options, 84-85  
 Graduate study, 27-39  
     admission, 27-28  
     enrollments, 49  
     international students, 27-28, 33  
 Graduation rate, 49  
 Graduation requirements, 14-15, 81  
 Graham Hall, 43  
 Grants, 72-73  
     named and restricted, 73  
 Greek courses, 144-145  
 Greene, John M., 5-6  
 Greenhouses, 43  
 Gymnasium, 45-46  
     hours, 46  
  
 Hallie Flanagan Studio Theatre, 44  
 Hamburg, study abroad, 22  
 Hampshire College  
     cooperative program with, 19  
     cooperative Ph.D., 27  
 Health educator, 47  
 Health insurance, 35, 47, 63  
     for graduate students, 35  
     and study abroad, 47-48  
 Health professions advising, 17  
 Health professions program, 139  
 Health regulations, 47-48  
 Health Services, 34-35, 47-48  
 Hebrew courses. *See* Religion and biblical literature.  
 Helen Hills Chapel, 48  
 High school preparation for applicants, 75-76  
 Hillel Foundation, 48  
 Hillyer Hall, 43  
     Art Library, 43  
 Hispanic studies. *See* Spanish and Portuguese.  
 History, 242-252  
     History of the sciences, 253-254  
     History of Smith College, 5-11  
 Honor code, 17  
 Honors program, 19  
 Houses, 46  
     graduate students, 34  
 How to get to Smith, iv  
 Human Performance Laboratory, 45  
  
 IBM personal computers, 45  
 Independently designed majors, 15  
 Independent study, 19, 82  
     abroad, 24  
 Industrial engineering, 190  
 Infirmary, 47  
 Information Systems, 45  
 Inpatient services, 47  
  
 Inquiries and visits, 1  
 Insurance, health, 35, 47, 63  
     for graduate students, 35  
 Insured Tuition Payment Plan, 68-69  
 Intercollegiate athletics, 365-366  
 Intercollegiate Center for Classical Studies in Rome, 23  
 Interdepartmental and extradepartmental course offerings, 349-350  
 Interdepartmental majors, 15  
     honors, 19  
 Interdepartmental minors, 15-16  
 Interlibrary loan, 41-42  
 Intermediate Health Care Facility, 47  
 International baccalaureate, 78  
 International relations, 255-256  
 International Relations Certificate Program, 361  
 International students  
     admission, 79  
     admission of graduate, 27-28, 33  
     Certificate of Graduate Studies, 27, 33  
     Diploma in American Studies, 33  
     financial aid, 79  
     graduate fellowships, 37-38  
     summary of enrollment, 50  
 Internships  
     credit, 19-20, 82  
     career, 46  
     semester in Washington, 25, 241  
     Smithsonian Institution, 25, 100-101  
 Interterm, 3  
     credit status, 85-86  
 Interterm courses offered for credit, 257  
 Interview, for admission applicants, 78  
     career, 46  
 Intramural athletics, 46, 366  
 Italian language and literature, 258-260  
     master's degree, 30  
 Italy, study abroad, 21-22  
  
 Jahnige Social Science Research Center, 44  
 Japan, study abroad, 23  
 Japanese. *See* East Asian studies.  
 Jean Picker Semester-in-Washington Program, 25, 241  
 Jewish chaplain, 48  
 Jewish studies, 261-263  
 Job, campus, 72  
     summer, help with, 46  
 Junior Year Abroad Programs, 20-23  
     course loads, 81  
     enrollments, 49  
  
 Kennedy professorship, 11  
 Kyoto, study abroad, 23

- Landscape architecture. *See* Art.
- Language Laboratory, 44  
hours, 44
- Late course changes, 83
- Late registration, 83
- Latin American studies, 264–265  
Five College certificate in, 362
- Latin courses, 145–146
- Latin honors, 14, 53, 93
- Leaves of absence, 87–88
- Liberal arts college, 13
- Libraries, 41–42  
hours, 42  
career resource, 47
- Loans  
graduate study, 38  
undergraduate study, 72
- Logic, 266–267
- Lyman Plant House, 43
- Macintosh personal computers, 45
- Major, 14–15
- Major fields of knowledge, seven, 13–14  
abbreviations in course listings, 93
- Majors, enrollment, 51
- Majority, age of, 87
- Mandatory medical leave, 88
- Marine sciences, 268–269
- Maritime studies, 24
- MASSPIRG, 64
- Master of arts programs, 29–30
- Mathematics, 270–275
- McConnell Hall, 42
- Mechanical engineering, 190
- Medical leave of absence, 88
- Medical professions program, 139
- Medical services, 47–48
- Medieval studies, 276–278
- Mendenhall Center for the Performing Arts,  
43–44
- Mendenhall, Thomas Corwin, 7–8, 368
- Microbiology. *See* Biological sciences.
- Microcomputers, 45
- Middle East Studies Certificate Program, 363
- Minor, 15–16
- Morrow, Dwight W., Scholarships, 73
- Mount Holyoke College  
cooperative program with, 19, 24  
cooperative Ph.D. program, 27, 33  
Twelve College Exchange, 24
- Museum of Art, 43  
hours, 43
- Music, 279–287  
facilities, 43–44  
fees for practical music, 63  
master's degree, 30  
scholarships, 73
- Mystic Seaport Program, 24
- National Theatre Institute, 24
- Neilson, William Allan, 6–7
- Neilson chair, 10, 11
- Neilson Library, 42
- Neilson Scholarships, 73
- Newman Association, 48
- Neuroscience, 288
- Nondegree studies, 33–34
- Nondiscrimination policy, inside front  
cover  
graduate, 28
- Nonmatriculated students, 18, 82
- Off-campus study programs, 20–25
- Off-campus residence, fee, 63
- Outpatient services, 47–48
- Parent Loans for Undergraduates, 72
- Paris, study abroad, 22–23
- Payment plans, 66, 68–69
- Pell Grant program, 72
- Performing arts, 43–44
- Perkins Loan (formerly NDSL)  
graduate, 38  
undergraduate, 72
- Permission for course admission, 81
- Personal computers, 45
- Ph.D. programs, 27, 32–33
- Phi Beta Kappa Society, 54
- Philosophy, 289–293
- Photography, facilities for, 43
- Physical education, master's program, 32  
*See also* athletic program; exercise and  
sport studies.
- Physical fitness, 46
- Physics, 294–296
- Placement, advanced, 78, 85
- Political economy, 297
- Political science. *See* Government.
- Pomona-Smith Exchange, 25
- Portuguese, 324–325  
*See also* Spanish and Portuguese.
- Prehealth professions program, 17, 139
- Prelaw advising, 17
- Prebusiness advising, 17
- Premedical professions program, 17, 139
- Privacy of student records, 87
- Prizes, 53–59
- Probationary status, 86
- Programa de Estudios Hispánicos en  
Córdoba, 23
- Protestant chaplain, 48
- Protestant Ecumenical Christian Church, 48
- Psi Chi, 54

- Psychology, 298–304  
 Public Policy, 305–306  
 Rare Book Room, 42  
 Readmission, 88  
 Refunds, withdrawal, 64–66  
     graduate students, 36–37  
     Junior Year Abroad, 21  
 Registration, course, 38–39, 82–83  
     late fee, 83  
 Regular Decision Plan, 77  
 Religion and biblical literature, 307–315  
     master's degree, 30  
 Religious expression, 48  
 Repeating courses, 86  
 Required course work for graduate students, 39  
 Requirements  
     for admission, 75–77  
     for completion of course work, graduate, 39  
     for the degree, 81  
         advanced placement credit toward, 78, 85  
     residence  
         graduate, 28  
         transfer, 79  
         undergraduate, 81  
 Research, career, 46–47  
 Research fellowship, 38  
 Research, scientific, 42–43  
     social science center, 44  
 Residence requirements, 79, 81  
     for graduate students, 28  
 Residential houses for undergraduates, 46  
 Résumés, 46  
 Riding lessons, fees for, 63–64  
 Rome, study abroad, 23  
 Room and board, 61  
     Ada Comstock Scholars, 64  
     graduate students, 34  
     undergraduates, 61  
     refund policy, 36–37, 64–66  
 ROTC scholarships, 73–74  
 Russia, study abroad, 23  
 Russian language and literature, 316–318  
 Sabin-Reed Hall, 42  
 Sage Hall, 44  
 Satisfactory progress toward degree, 86–87  
 Satisfactory/unsatisfactory grading option, 84–85  
 SATs, 75, 76  
 Schedule of class times, inside back cover  
 Scholarships, 73–74  
     graduate, 37  
     Science Center, 42–43  
     Science courses for beginning students, 319  
     Science Library, 42–43  
         hours, 43  
     Scott Gymnasium, 45–46  
     Secondary-school preparation, 75–76  
     Seelye, Laureus Clark, 5–6  
     Semester-in-Washington Program, 25, 241  
     Semesters, 2–3  
         course program, 81  
     Seminars, admission to, 82  
     Senior year, credit requirements for entering, 85  
     Separation from the college, 87  
     Seven major fields of knowledge, 13–14  
         abbreviations in course listings, 93  
     Shortage of credits, 85  
     Sigma Xi, Society of the, 54  
     Smith, Sophia, 5  
     Smith Scholars Program, 20  
     Smithsonian Institution internship, 25, 100  
     Social Science Research Center, 44  
     Social work, master/Ph.D. of, 33  
     Sociology, 320–323  
     Sophia Smith Collection, 42  
     South India Term Abroad, 24  
     Spanish and Portuguese, 324–330  
     Spanish-speaking countries, foreign study in, 23  
     Special Studies, admission to, 82  
     Sports, 45–46, 202–210, 365–366  
     Squash courts, 45  
     Standardized tests  
         for admission, 75, 76  
         for graduate applicants, 28  
     Stafford Loans, 72  
         for graduate students, 38  
     Student Counseling Service, 47  
     Student Government Association, 41, 62  
         activities fee, 61, 64  
     Student housing, 42  
     Student-initiated courses, 82  
     Student organizations, religious, 48  
     Students  
         enrollment statistics, 49  
         geographical distribution, 50  
     Studio art fees, 64  
     Study abroad, 20–24  
     Study at Historically Black Colleges, 24  
     Summer courses, credit for, 17, 85  
     Summer jobs, help finding, 46–47  
     Supplemental Educational Opportunity Grants, 72  
     Swimming pool, 45  
     Switzerland, study abroad, 22  
     Symbols and abbreviations, explanations of, 92–93  
     Teacher certification, 182, 187–188



- Teaching fellowships, 37–38
- Teaching, master of arts in, 31
- Ten-Month Payment Plan, 66, 68–69
- Tennis courts, 45–46
- Theatre, 331–338
  - master of fine arts in playwriting, 32
  - master of arts, 29–30
- Theatre building, 43–44
- Third World development studies, 339–340
- Toll-free number for information
  - about financial aid, 74
- Track, 45–46
- Transfer students
  - admission, 79
  - financial aid, 71
- Trinity, study at, 24
- Trustees, board of, 367
- Tryon Hall, 43
- Tuition
  - for graduate students, 35
  - grants to area students, 74
  - payment plans, 66, 68–69
  - refund policy, 36–37, 64–66
- Twelve College Exchange Program, 24–25
- TV studio, 44
  
- University of Massachusetts
  - cooperative Ph.D. program, 27, 33
  - cooperative program with, 19
  - ROTC, 73–74
- Urban studies, 341
  
- Vacations, academic, 2–3
  - Junior Year Abroad, 21
- Vassar, study at, 24
- Visiting Student Program, 79–80
- Visits to the college, 1
  
- Wallfisch, Ernst, music scholarship, 73
- Washington intern programs, 25, 241
- Weight training room, 45
- Wellesley, study at, 24
- Werner Josten Library, 44
  - hours, 44
- Wesleyan, study at, 24
- Wheaton, study at, 24
- William Allan Neilson Library, 42
- Williams, study at, 24
- Williams-Mystic Seaport Program in
  - American Maritime Studies, 24
- Withdrawal from the college
  - Junior Year Abroad Programs, 21
  - medical, 88
  - personal, 87–88
  - refund policy, 64–66
  - refunds for graduate students, 36–37
- Women's studies, 342–348
  
- Work-study program, 72
- Wright, Benjamin Fletcher, 7
- Wright Hall, 44
- Writing assistance, 45
- Writing courses, 100, 191–192, 197–198
  
- Zoology. *See* Biological sciences.

# Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B	G	B
10-10:50 a.m. C		C		C
11 a.m.-12:10 p.m. D	10:30-11:50 a.m. H	D	H	D
1:10-2:30 p.m. E $\ddagger$	1-2:50 p.m. J	E $\ddagger$	1-2:50 p.m. L	E $\ddagger$
2:40-4 p.m. F $\ddagger$	3-4:50 p.m. K	F $\ddagger$	3-4:50 p.m. M	F $\ddagger$
			4-4:50 p.m. C+	

4:50 p.m.

7:30-9:30 p.m. X*	7:30-8:20 p.m. W		7:30-9:30 p.m. Y*	W	7:30-9:30 p.m. Z*	W	
		**					**

+ Additional meeting times for A, B, and C blocks, as noted in course listings

$\ddagger$  A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.

\* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

\*\* Reserved for activities and events.

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